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ABSTRACT

A self-administering test of oral language fluency was developed for use with high school teachers of French and Spanish. Interviews were also conducted, and biographical data were collected. The original instrument was based on the Foreign Language Questionnaire Pretest developed for the Survey of Global Understanding Project. The focus of the new test was entirely on listening and speaking. It was pilot tested with 24 high school language teachers from five New Jersey schools, who taught French, Spanish, or both. The field study was conducted nationally, using 200 teachers. The questionnaire, which included questions asking for biographical information about foreign language experience, and the Language Proficiency Interview were completed. Correlations between interviews and questionnaire items supported the reliability and validity of the questionnaire. Based on this finding, it was revised and used in the national survey without the more costly interview. Questionnaires were mailed to a national sample of teachers. Over 92 percent, or 878 teachers, responded. The self-ratings were accurate and highly correlated with native language, travel experience, and opportunity to speak the language at home. Extensive appendices include the Language Proficiency Interview, the Self Assessment of Oral Language Proficiency Survey, National Language Teachers' Survey, interviewers' instructions, and a printout showing intercorrelations of ratings and personal characteristics. (GDC)

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FINAL REPORT

The Oral Language Proficiency of Teachers in the United States in the 1980's -- An Empirical Study

Self-Assessment of Oral Language Proficiency:
Phase I - Grant #G008201398
Phase II - Grant #G008302366

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Educational Testing Service
July 1985

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Mr. Charles Dockery
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BACKGROUND

The concern today over the foreign language skills of Americans is greater than at any time since the Sputnik era. In 1967, John B. Carroll conducted a study of the speaking skills of 2,782 modern language majors in their senior year at 203 U. S. universities (Carroll, 1967). The measure employed by Carroll was the interview procedure developed by the Foreign Service Institute (FSI). The results of his study indicated that the average rating for the examinee group was below that considered by the federal government to be "minimum professional."*

At the time of the Carroll study, the National Defense Education Act (NDEA) was enacted to provide, among many other programs, intensive retraining of college and school foreign language teachers. Special emphasis was given to the development of oral skills. New methods and new materials were developed. The Modern Language Association of America (MLA) received government support for the development of batteries of tests for secondary school and college students and for foreign language teachers. These test batteries included measures of four language skills: listening, speaking, reading, and writing. Virtually all participants in the NDEA institutes of the time underwent pretesting and/or posttesting with the MLA tests in French, German, Italian, Russian, or Spanish. An estimated 28,000

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* S-3 level description reads: Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

practicing and prospective foreign language teachers had their foreign language skills evaluated by the MLA Foreign Language Tests for Teachers and Advanced Students. Since the early 1970's, no new forms of the MLA tests have been developed nor has any study of foreign language skills, such as the Carroll study, been undertaken.

In 1979 Peter Eddy surveyed foreign language teachers for the Northeast Conference on the Teaching of Foreign Languages. Valuable information regarding the teachers' professional preparation, personal characteristics, working environment, and other factors was gathered. However, no information regarding language proficiency per se was collected.

In order to assess the abilities of teachers in each of the four language skills in each of the languages they teach, each foreign language teacher should, ideally, be given an opportunity to demonstrate his or her skills. Such an assessment would provide decision-makers in government and in the teacher training community with invaluable information to be used in the allocation of limited resources to the task of improving foreign language teaching skills, and thereby, their effectiveness in the classroom.

Obviously it would never be feasible logistically or economically to test <u>all</u> foreign language teachers in <u>all</u> four skills. To test a reasonable sample of foreign language teachers in productive skills would also be an enormous task. Even if it were feasible, it would need to be repeated each time data on teachers' foreign language skills were required.

What was needed, therefore, was a reasonably reliable, relatively economical instrument that would provide easily interpreted information

about oral foreign language skills of teachers (and others). The instrument needed to be:

1. administrable without the intervention of linguists or language specialists,
2. amenable to administration in a variety of settings -- home, school, office,
3. independent of special equipment -- video, audio recorders, etc.,
4. brief -- twenty to thirty minutes in length,
5. machine scorable, and
6. validated against a well-understood external criterion of oral language proficiency.

A significant step towards developing a suitable instrument was made by Clark (1981) as part of a national study of "global understanding" of college students in the United States. Included in the battery of measures completed by the sample subjects was a self-report measure, based on a questionnaire developed by the Experiment in International Living, one section of which asked the respondent to self-rate his or her ability to carry out each of fourteen specific speaking tasks using the foreign language. Examples of the tasks were:

- Say the days of the week.
- Order a simple meal in a restaurant.
- Talk about my favorite hobby at some length, using appropriate vocabulary.
- Describe the role played by Congress in the U. S. government system.

The results of the Global Understanding Project indicated that the measure had definite validity and appropriateness for the specific purposes of the project. Whether the technique would be equally suitable for the

assessment of the oral language proficiency of high school teachers was unknown, although it appeared to be highly promising, especially if some modifications were made. Given the likely differences in background and motivations of high school teachers in comparison to college students, the range and nature of language behaviors sampled needed to be enlarged and reevaluated, and the method of administration and scoring needed to be reconsidered. And, of course, it was crucial to obtain new validity data for high school teachers. The study described in this report was designed to fill these needs.

Examination of the ETS Test Collection and the recent literature indicated that currently available instruments were not likely to be suitable for this study. An ERIC search was conducted using the following ERIC descriptors/identifiers and free-text keywords: language proficiency, communicative competence (languages), linguistic competence, speech communication, speech skills, language fluency, tests/testing, second language(s), oral testing, oral production tests, and evaluation. A total of 118 citations was produced. All of the citations referred to the language proficiency of students; there were no references to the language proficiency of adults. Here again it was a question of adult learners, particularly learners of English as a second language.

In view of this need, we conducted a two-phase effort in which we developed and validated a self-report measure of oral language proficiency (Phase I). Then, in Phase II, we revised it and administered the new form to a national sample of high school language teachers in order to assess the oral proficiency in French and Spanish of high school teachers in the United States.

PHASE I: DEVELOPMENT OF A QUESTIONNAIRE TO MEASURE ORAL LANGUAGE PROFICIENCY

Overview

The objective of Phase I was to develop, by the most cost effective method, a self-administering measure of oral language proficiency. After considering a number of alternative procedures, the ETS staff chose the following steps, each of which is discussed further below.

1. Develop items for a self-report instrument (questionnaire) and biographical questionnaire.
2. Conduct internal and external review and assemble second drafts
3. Pilot test in small local groups (total N = 25), and revise and print third drafts.
4. Field test: Conduct Language Proficiency Interviews with 20 French teachers and 20 Spanish teachers at each of five ETS regional offices and administer the self-report questionnaire.
5. Data analysis: Process the self-report and interview data. Conduct item analyses of the self-report questionnaire, construct scales, and validate the scales against the interview ratings and against biographical data.

Development of Self-Assessment Questionnaire

The Foreign Language Questionnaire Pretest (FLQP) (Clark, 1981) that was developed for the Survey of Global Understanding Project (Barrows, 1981) served as the point of departure for the survey questionnaire that was pilot tested in the current study. The FLQP was developed for use with college undergraduates as part of a large effort to survey the "knowledges and beliefs of college students." Since the group to be sampled in the

current study was to be high school teachers of French and Spanish, the FLQP was reviewed and modified by ETS senior language programs staff and the research staff. The focus of the new instrument was entirely on oral proficiency, i.e., listening and speaking, since these are the dimensions of language proficiency which were viewed as being of most concern as far as high school teachers are concerned. (There is relatively little emphasis at the high school level on writing skills, and the assumption was that most language teachers could read the foreign language in question.)

To keep the cost of the national survey within manageable proportions, the goal was to develop a self-report instrument that would be self-administering, that is, an instrument suitable for mailing directly to the respondent who would complete it with no supervision whatsoever (in contrast to a self-report instrument that would be completed in the presence of a survey administrator within each school -- one who presumably would supervise the respondent and answer respondents' questions).

In constructing the self-rating items, care was taken to sample a broad range of spoken language situations that might be encountered by high school teachers, and to include an overrepresentation of items reflecting the middle range of language proficiency, especially items that were likely to discriminate between Level 2 and Level 3 of the Language Proficiency Interview (LPI) scale. This scale is based on the system developed by the Foreign Service Institute and is included in Appendix A. Each item described a language task, and the candidate was asked whether he or she could perform it. Each task was worded in such a way and outlined in sufficient detail to enable the respondent to reply either in the affirmative or the negative, and it was keyed to the operational definitions of the various speaking levels on the LPI, as well as to the five aspects of

speech measured by the LPI, namely, grammar, vocabulary, comprehension, fluency, and pronunciation.

In addition to individual language tasks, the questionnaire included two single global-rating items, one to rate listening and one to rate speaking skill. The items resembled the actual scale descriptions used in the LPI ratings, though the wording was simplified and an additional sixth rating was added at the bottom. Rating #1 on the ILR scale was made #2 on the global self-rating. A new #1 was added to the self-ratings. This rating was so low that very few teachers, if any, were expected to give themselves this rating. Its primary purpose was to encourage teachers with low proficiency to give themselves a low rating. Because it is difficult psychologically for anyone to give himself or herself the lowest possible rating, the existence of this additional extremely low rating raised the ILR lowest rating to second position.

The questionnaire also contained biographical questions. Items pertaining to the respondents' second language education and experience included an inquiry regarding language(s) spoken in the home, living or study experiences abroad, number of years and intensity of language study, and other items believed, on the basis of the research literature, to be predictive of language proficiency.

Both the language items and the biographical items were designed to be suitable for teachers with skills in any one modern language or in several languages, even though the focus of the proposed research was on French and Spanish. To adapt the questionnaire to another language would only require the substitution of one word throughout. For example, to modify the Spanish teachers' questionnaire to assess the language proficiency of a German teacher would only require that the word "Spanish" be changed to "German" throughout the questionnaire.

As a first step in pilot testing the questionnaire, three senior research assistants and one college intern completed it as if they were foreign language teachers. All agreed that the typical language experiences of college undergraduates and in-service high school foreign language teachers would be quite different (e.g., the extent of travel and/or residence abroad during which a language other than English would be spoken). These differences necessitated the modification of some items, the elimination of other items, and the development of some new, more germane items. Item formats were also considered and changed in some cases.

The internal revamping of the questionnaire was accomplished through extensive staff discussion of the relevance of the existing FLQP items and formats. These discussions led to a preliminary draft of the survey that was later pilot tested. This draft version of the survey was reviewed by an internal advisory committee before it was pilot tested. Minor changes were incorporated before the piloting of the survey.

Pilot Study

The pilot study of the questionnaire was conducted in five public school districts located within 15 miles of Educational Testing Service's headquarters in Princeton, New Jersey. A total of 24 high school foreign language teachers completed the survey and provided comments and suggestions for further improvements.

The high school foreign language coordinator from each of the five districts was contacted by telephone. During this contact, the purpose and sponsorship of the study were explained and the coordinator was asked to facilitate the pilot study in his or her district. In some cases the coordinator made a decision to participate and in others the coordinator had to clear the request with administration officials. Three districts

agreed to participate and chose to do so by having an ETS research staff member conduct an after-school administration. Two districts declined to have a group meeting but agreed to allow teachers to participate by mail. Participation by the teachers from all five districts was strictly voluntary.

Responses to the pilot study survey indicated that during that year 11 of the 24 instructors were teaching French, 10 were teaching Spanish, and 3 were teaching both French and Spanish. Five instructors currently teaching French also reported teaching Spanish in the past or the ability to do so in the future. One Spanish teacher reported the possibility of teaching first-year French in the future. Five teachers reported the ability to teach languages other than French and Spanish -- Italian, German, or English as a second language.

Fourteen of the 24 teachers in the pilot study completed the questionnaire during an after-school session that lasted from 45 minutes to an hour and a half. A senior research assistant from ETS presented background about the nature of the research project before distributing the questionnaires. Besides answering the questions in the survey, teachers were urged either to comment on the questions and item formats or to make notations in their booklets. The pilot study sessions were cordial, informal, and quite conducive to remarks and discussions by the teachers. Upon completion of the questionnaire, each teacher was given $10 for his or her participation.

The ten teachers from the remaining two school districts participated by mail. These teachers received a cover letter (Appendix B) with their copy of the pilot study survey that urged them "to record their comments, criticisms, and recommendations in the margins of their questionnaire or on additional pages" or to "call me at my office." The mail respondents also received an honorarium form that they had to complete to receive their $10

check.

The 24 questionnaires and the notes made at group meetings by the ETS staff members were reviewed by research and language staff who revised the questionnaire to produce the version that was then field tested (Appendix C).

Field Study

Method. The purpose of the field study was to investigate the validity of the self-report questionnaire. The criterion against which it was validated was the rating of the tape-recorded interview. The primary reason for interviewing each teacher in the sample was to establish empirically the difficulty level of the tasks in the questionnaire, as well as their discriminating power.

The field study design required that 100 teachers of French and 100 teachers of Spanish complete the questionnaire and participate in a tape-recorded LPI with a trained interviewer. Interviewers from around the country were recruited by telephone to administer the questionnaire and to conduct LPI's. The interviewers were college and university faculty who had been trained to conduct LPI's in connection with other projects (ACTFL/ETS workshops sponsored by the Department of Education, Foreign Service testing, Kit workshops, etc.).

Twenty-five interviewers agreed to participate. Each was asked to interview teachers in only one language -- French or Spanish. Twelve interviewed teachers in French; 12 interviewed teachers in Spanish; and one interviewed some in each language. Each of the 25 interviewers was asked to recruit 11 teachers. Some had difficulty recruiting as many as 11, so the range of subjects per interviewer was 3 to 12.

The first mailing to the interviewers included an information letter

attached to which were Instructions for Choosing Teacher/Subjects (Appendix D). These were mailed to the interviewers in advance of the questionnaires so that the interviewers could immediately begin to recruit their groups of teachers.

The second mailing to the interviewers contained a cover letter (Appendix E), the field survey questionnaires, Respondent (teacher/subject) Release and Payment Forms (Appendix F), Interviewer Release and Payment Forms (Appendix G), Instructions for the Questionnaire and Interview Sessions (Appendix H), and Suggestions for Successful Recorded Interviews (Appendix I). The interviewers were also provided with postage paid, pre-addressed, padded mailing bags to use when returning the completed surveys and the audio tape cassettes.

A third mailing to the interviewers contained suggestions for question types and topics for probing beyond level 3 on the Inter-Agency Language Roundtable Scale (ILR). It also included a request (Appendix J) that the interviewer record on the front of the questionnaire the type of geographic area in which the teacher's school is located (i.e., urban, suburban, or rural).

Twenty-four of the twenty-five interviewers submitted their tape-recorded interviews and completed questionnaires in time to be processed for data analysis. Two-hundred twenty-three completed questionnaires and LPI's were collected from high school foreign language teachers. Of these, 109 were in French and 114 were in Spanish.

Each interviewer received $100 for his or her services. Each was also reimbursed for expenses such as audio cassette tapes, telephone calls, and postage. Each interviewer was also promised feedback on his or her elicitation technique in the LPI's.

Every foreign language teacher who completed a questionnaire and participated in an LPI received $25 and a language proficiency rating.

Data preparation. Upon receipt at ETS, each questionnaire and LPI tape was assigned a unique, four-digit identification number which was used instead of the teacher's name in all aspects of data processing to assure the confidentiality of the data. ID numbers were used in place of names in the detailed log that was maintained of the flow of the LPI tapes during the rating process (Appendix K). The ID numbers were also used when the questionnaire data and LPI ratings were keyed to tape.

To insure that interviews had been recorded, a senior research assistant listened to short segments of each tape before sending the LPI's to personnel trained in language proficiency rating (scoring) techniques.

All questionnaires were thoroughly edited and coded by research personnel before they were sent for keytaping. This review provided the opportunity to resolve multiple and ambiguous responses. After they were edited, questionnaire responses were keyed to tape and verified by a second operator to insure accuracy.

Language Proficiency Interview rating. Twenty-seven field raters and eight ETS language staff rated the LPI's. Three ETS staff rated French and five scored Spanish LPI's.

The field raters were foreign language specialists from colleges and universities across the country and current or retired faculty of the CIA Language Institute. All raters had been trained in the LPI rating procedures prior to this language project. There was some overlap between the interviewers and the raters; however, no interviewer was asked to rate an LPI that he or she had elicited.

The LPI's were rated on the government ILR scale which ranges from 1 to 5 with pluses (i.e., 1, 1+, 2, 2+, . . . , 5). One is the lowest rating

and 5 is the highest.

The raters also prepared a "report on the elicitation technique" (Appendix L) of the interviewer for each interview. For each report and LPI rating, the interviewers were paid $10.

Each of the 223 LPI's was independently rated by at least two raters. If the two independent regular ratings were no more than one-half point apart from each other, (e.g., 2 and 2+, or 2+ and 3) a third or master rating was not required. In cases where the score spread between the two regular ratings was greater than one-half point, a master rating was obtained by one of thirteen highly experienced raters. This rating was then accepted as definitive and had to be accompanied by an explanation on the Master Interview Rating Form (Appendix M).

Feedback to interviewers. Each interviewer was provided with photocopies of the reports on his or her elicitative technique that were prepared by the raters. In cases where the LPI required a master rating, the interviewer also received a photocopy of the explanation.

Feedback to teachers. All high school foreign language teachers who participated were sent certificates of their oral language proficiency (Appendix N). The rating on the certificate was determined by a standard language proficiency certifying procedures. When the two independent regular ratings were the same, the rating reported on certificate was that value. If there was a half-point difference between the two ratings, the lower rating was reported. If a master rating was required, it was the rating reported on the certificate.

Results of Phase I

Responses. Complete data were received from 109 French teachers and 114 Spanish teachers participating in the field test. Frequency distribu-

tions for each questionnaire item were computed for each sample. Comparisons of the distributions were not made because the samples were not random and not necessarily representative of French and Spanish teachers nationwide. This comparison was made in the Phase II study.

One reason for examining frequency distributions was to see which items best discriminated between teachers. Clearly, if all teachers gave the same response to an item, that item would be useless for separating the more proficient teachers from the less proficient ones. Another reason for checking frequency distributions was to help to explain low correlations between items or with interview ratings where they occurred.

Item analyses of speaking and listening ability scales. A scale score for speaking ability was generated by summing the responses to the 23 "can do" statements in items 30 and 33 (separately). A listening comprehension scale was defined similarly by summing the responses to the 11 statements in items 31 and 34. To determine how well the statements within each scale belonged together, a standard item analysis was conducted. The extent to which an individual item measures the same thing as the total scale measures can be estimated by computing the correlation between the item response and the scale score created by summing all of the item responses. These item-to-scale correlations are shown in Table 1.

Because the first few items on each scale described easy tasks, nearly all teachers rated themselves as able to do them "quite easily." For this reason, there was little if any variance in the responses to these items. Consequently they could not correlate well with anything. Where this occurred, an asterisk is shown in the table. Notice that the more difficult tasks were the ones that correlated most highly with the total scale score.

Coefficient alpha reliability estimates were computed for each of the

Table 1

Item Analyses of Speaking and Listening Ability Scales

SPEAKING ABILITY SCALE			LISTENING COMPREHENSION SCALE		
Correlation with Scale Total			Correlation with Scale Total		
Item	French	Spanish	Item	French	Spanish
A	*	*	A	*	*
B	*	*	B	.38	.26
C	.73	*	C	.39	.26
D	.72	.14	D	.66	.77
E	.75	.48	E	.54	.51
F	.84	.45	F	.75	.88
G	.77	.57	G	.74	.85
H	.76	.28	H	.69	.88
I	.87	*	I	.72	.86
J	.84	.57	J	.78	.70
K	.84	.66	K	.75	.77
L	.83	.61			
M	.85	.57			
N	.63	.73			
O	.61	.66			
P	.65	.65			
Q	.57	.69			
R	.64	.81			
S	.61	.67			
T	.70	.83			
U	.64	.77			
V	.67	.82			
W	.66	.77			

*Little or no variance in item response.

scales. Among French teachers, these reliabilities were 0.95 and 0.86 for the speaking and listening scales, respectively. For Spanish, they were 0.91 and 0.88. We would expect the second scale to have lower reliability than the first because it contains only half as many items. In general, these reliabilities are quite high and indicate that the items within the scales are homogeneous.

Interview rating reliability estimates. Inter-rater reliability estimates were obtained for the interviews by correlating the ratings of the two regular raters. Where a master rating was obtained, it was not used in the reliability estimate. These reliabilities were 0.71 for French teachers and 0.73 for Spanish.

Validity of questionnaire items and scale scores. The interview ratings were used as a criterion of the validity of the questionnaire items and scale scores. Both the scales and the interview ratings showed good reliability, so if they were also valid, their correlations with the interview ratings would be high. Table 2 shows the correlations of individual items with the average of the two interview ratings. About one-third of the questionnaire items were substantially correlated with the interview ratings. Judging from these correlations, we can describe the French and Spanish teachers with high ratings as follows:

- If their native language, or their parents' native language, or the language of their birthplace was not English, that language was generally the one they taught.

- They spent more time in a foreign country speaking the language of that country.

- They traveled with family and friends to foreign countries.

- They had foreign language experiences abroad.

Table 2

Correlations of Questionnaire Items with Interview Rating

	Questionnaire Item[a]	French n	French r	Spanish n	Spanish r	French and Spanish n	French and Spanish r
1A.	Native language (3 = language taught, 2 = other, 1 = English)	109	.43**	113	.61**	222	.52**
1B.	Spouse's native language (Same as 1A.)	82	-.02	91	.48**	173	.29**
1CD.	Parents' native language (3 = both parents language taught, 2 = 1 parent, 1 = neither)	109	.56**	113	.58**	222	.57**
2.	Birthplace (3 = country of language taught, 2 = other language, 1 = U. S.)	109	.45**	114	.60**	223	.53**
4.	Years of language beyond high school (Years up to 6)[b]	109	-.15	114	.33**	223	.09
5.	Other studies of language (1 or 2 by intensity)	69	-.32**	72	.24*	141	-.01
6.	High school French grades (A = 4, etc.)	93	-.02	37	-.18	130	-.08
7.	Description of high school French (Option 1 omitted)	94	.01	37	.00	131	.02
8.	College French grades (Same as 6)	103	.15	53	.00	156	.11
9.	Description of college French (Option 1 omitted)	103	-.05	53	-.10	156	-.05
10.	High school Spanish grades (Same as 6)	22	.02	85	.06	107	.02

[a]Items which had no useful spread in the response distribution were not coded.

[b]For this item and a few other items, certain responses were coded in accordance with decision rules which may be obtained from the authors.

[c]For this and other items without notations, the score was the number of the option chosen.

[d]Coded 1 for "Strongly agree," 2 for "Agree," etc.

*p < .05
**p < .01

Correlations of Questionnaire Items
with Interview Rating
(continued)

Questionnaire Item[a]	French		Spanish		French and Spanish	
	n	r	n	r	n	r
11. Description of high school Spanish (Same as 9)	22	-.31	86	-.04	108	-.08
12. College Spanish grades (Same as 6)	49	.13	112	.14	161	.13
13. Description of college Spanish (Same as 9)	48	.13	112	.06	160	.06
14. Time spent in foreign country using language (Approximate months in all countries of language taught)	109	.59**	114	.25**	223	.41**
15-16. Summer-abroad program (1 = no, 2 = yes, 3 = lived where language same as language taught	109	.07	114	-.07	223	-.01
17-18. Year-abroad program (Same as 15-16)	108	.11	113	.19	221	.13
19-20. Travel with family and friends (1 = neither, 2 = family or friends, 3= both)	109	.34**	113	.21*	222	.25**
23. Language experience abroad (Omit option 1)	106	.21*	114	.25*	220	.22**
24.[c] Years teaching foreign language	109	.21*	114	-.03	223	.07
25. Grades taught	108	.28**	114	-.06	222	.07
29 or 32. Global self-rating	108	.66**	113	.69**	221	.68*
30 or 33. Scale rating, A-W (Sum of A-W, scale reversed)	103	.49**	111	.53**	214	.51**
31 or 34. Scale rating, A-I (Same as 30)	105	.55**	113	.57**	218	.56**
35. Language-related job (1 = no, 2 = yes)	107	.23*	113	.09	220	.15*

Correlations of Questionnaire Items
with Interview Rating
(continued)

Questionnaire Item[a]	French		Spanish		French and Spanish	
	n	r	n	r	n	r
36. Close friend with foreign native language (1 = no, 2 = yes, 3 = first friend same as language taught)	107	.25**	112	.07	219	.15*
37. Speak foreign language outside class (1 = no, 2 = yes, 3 = language taught)	108	.25**	113	.24**	221	.25**
38. With whom speak language (1 = none, 2 = friend or relative, 3 = spouse)	94	.23*	94	.35**	188	.30**
39. Speak language at home (Same as 37)	109	.26**	114	.37**	223	.33**
41. Enjoy foreign language classes (Reversed scale)	107	-.09	113	.12	220	.02
42. Importance of learning foreign language (Same as 41)	109	-.08	114	-.09	223	-.09
43. Would learn language of new country (Same as 41)	109	.14	.114	.01	223	.07
44. Opportunity to study other language (Same as 41)	109	.03	114	.10	223	.07
45. Opportunity to continue study of present language (Same as 41)	108	.13	114	.11	222	.12
46.[d] Enjoy teaching foreign language	109	.08	114	.03	223	.05
47. Enjoy teaching oral communication skills	108	.13	114	.11	222	.12
48. Enjoy teaching reading and writng	109	.10	113	-.03	222	.03
49. Enjoy teaching culture	109	.08	114	.02	223	.04
50. Enjoy teaching literature	108	.10	114	.24**	222	.18**
51. Enjoy teaching grammar	107	.02	113	-.05	220	-.02

Correlations of Questionnaire Items
with Interview Rating
(continued)

Questionnaire Item[a]	French		Spanish		French and Spanish	
	n	r	n	r	n	r
52. Prefer teaching beginning level courses	108	-.11	113	-.14	221	-.14
53. Prefer teaching intermediate level courses	109	.06	114	-.23*	223	-.10
54. Prefer teaching advanced level courses	108	.28**	114	.21*	222	.25*
55. Prefer to teach in the language	109	.09	114	.21*	223	.15*
56. Adhere closely to text	107	-.12	114	-.12	221	-.12
57. Written assignments during class	109	-.20*	114	.00	223	-.09
58. Independent work during class	109	-.08	114	.11	223	.02
59. Students appreciate importance of language	109	.18	114	.11	223	.13
60. Foreign language should be required	109	-.03	114	.06	223	.02
61. Everyone should know two languages	108	-.04	114	.04	222	.00
62. Impossible to be fluent from high school study	109	-.18	114	.03	223	-.06
63. Enjoy foreign language speakers	109	.12	113	.02	222	.06
64. Enjoy learning languages	109	.05	113	.00	222	.01
65. Would like to speak other language	109	.01	113	.12	222	.07
66. Language enables appreciation of art and literature	109	.04	113	.11	222	.07

- They rated their own speaking proficiency highly.

- They rated themselves as highly able to do the various tasks requiring that they speak and understand the language they teach.

- They had opportunities to speak the language they taught outside the classroom, with friends, relatives, or spouses.

- They preferred to teach advanced level language courses.

In some instances, different results were obtained for French than for Spanish teachers. This was probably because the sample sizes were small and nonrandom. Among French teachers, for example, the number of years that they studied French beyond high school was not related to their interview rating, and the amount that they studied other languages was negatively related. Among Spanish teachers, both of these were positively related to their interview ratings. These apparent contradictions cannot be explained from the data at hand and would only be taken seriously if they had occurred with a large national sample.

Correlations of each item within the two scales with the interview rating were computed to determine which items on the scales were the most valid. Table 3 shows these correlations for the French and Spanish samples separately. We see that the more difficult tasks have the highest validity. This is probably because they have the highest reliability, as we saw earlier. Furthermore, items that are most valid for one group are generally the most valid for the other. Notice that item V correlates 0.50 for the French teachers and 0.55 for the Spanish teachers. This is the most valid item on the speaking ability scale for both groups of teachers. Likewise, on the listening comprehension scale, item I has the highest validity. These items are the single best measures of oral language proficiency appearing in the scales.

Table 4 shows the intercorrelations of the interview rating, scale

Table 3

Correlations of Scale Items with Interview Rating

Scale I: Speaking Ability			Scale II: Listening Comprehension		
Item	French	Spanish	Item	French	Spanish
A	*	*	A	*	*
B	*	*	B	.09	.09
C	.13	*	C	.11	.09
D	.23	.13	D	.45	.50
E	.25	.25	E	.20	.19
F	.22	.18	F	.43	.52
G	.25	.26	G	.51	.52
H	.19	.02	H	.45	.52
I	.19	*	I	.52	.52
J	.36	.33	J	.37	.28
K	.24	.27	K	.44	.49
L	.20	.25			
M	.23	.20			
N	.25	.34			
O	.35	.37			
P	.37	.44			
Q	.33	.47			
R	.37	.34			
S	.39	.42			
T	.44	.40			
U	.33	.50			
V	.50	.55			
W	.44	.47			

*Little or no variance in item response.

Table 4

Intercorrelations of Items and Scales Correlating Well with Interview Rating

French

	A.	B.	C.	D.	E.	F.
A. Interview Rating	1.00					
B. Speaking Ability Self-Rating (Item 29)	.66	1.00				
C. Speaking Ability Scale (Item 30)	.49	.64	1.00			
D. Listening Comprehension Scale (Item 31)	.55	.71	.73	1.00		
E. Parents' Native Language (Item 1)	.56	.62	.26	.45	1.00	
F. Time in French Country (Item 14)	.59	.62	.36	.46	.59	1.00

Spanish

	A.	B.	C.	D.	E.	F.
A. Interview Rating	1.00					
B. Speaking Ability Self-Rating (Item 32)	.69	1.00				
C. Speaking Ability Scale (Item 33)	.53	.69	1.00			
D. Listening Comprehension Scale (Item 34)	.57	.73	.70	1.00		
E. Parents' Native Language (Item 1)	.58	.51	.31	.46	1.00	
F. Time in Spanish Country (Item 14)	.25	.42	.38	.45	.14	1.00

scores, global self-rating, parents' native language, and time spent in a country speaking the language taught. These variables were all highly intercorrelated. Surprisingly, the interview rating correlated most highly with the single global self-rating. The reason this is unexpected is that it is a single item and therefore would not be expected to have very high reliability. We would expect the scale scores to correlate most highly. The fact that the global self-rating correlated so highly is probably because it is formatted so similarly to the ILR scale, and teachers were able to rate themselves quite objectively.

A more detailed relationship between the self-rating and the interview rating is shown in Table 5. Recall that the self-ratings were on a 6-point scale, while the interview ratings were on a 5-point scale. Ratings of 2 through 6 on the self-rating scale corresponded approximately to the ratings of 1 to 5 on the ILR scale. One additional point was put at the lower end of the scale so that teachers would be less reluctant to give themselves a low rating if it was justified. It would have been very difficult for them to give themselves the very lowest rating, so an additional point was put below the lowest ILR rating.

In Table 5 we see the number of teachers with each possible combination of ratings. Recall that the interview rating was the average of two ratings, or, if there was a master rating, that rating was used. Thus, a final rating of 3.25 would be an average of a 3 and a 3+. The table indicates, for example, that of the French teachers who had an interview rating of 1.25 (the lowest rating assigned), one rated himself or herself 2 and three rated themselves 3. In general there was a high correspondence between the interview ratings and the self-ratings.

There was also no evidence of a halo effect in the self-ratings. In

Table 5

Number of Teachers with Each Combination of Interview and Self-Ratings

Interview Rating	French Teachers							Spanish Teachers							French and Spanish Teachers						
	Self-Rating							Self-Rating							Self-Rating						
	1	2	3	4	5	6	Total	1	2	3	4	5	6	Total	1	2	3	4	5	6	Total
1.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1.25	0	1	3	0	0	0	4	0	0	0	0	0	0	0	0	1	3	0	0	0	4
1.50	0	0	2	0	0	0	2	0	0	4	0	0	0	4	0	0	6	0	0	0	6
1.75	0	1	1	0	0	0	2	0	1	3	2	0	0	6	0	2	4	2	0	0	8
2.00	0	1	5	2	1	0	9	0	2	8	6	1	0	17	0	3	13	8	2	0	26
2.25	0	1	16	3	0	0	20	0	0	9	2	0	0	11	0	1	25	5	0	0	31
2.50	0	1	10	6	1	2	20	0	0	12	4	0	0	16	0	1	22	10	1	2	36
2.75	0	0	4	7	0	0	11	0	0	3	3	0	0	6	0	0	7	10	0	0	17
3.00	0	0	7	6	4	0	17	0	0	4	9	3	0	16	0	0	11	15	7	0	33
3.25	0	0	1	2	3	0	6	0	0	5	5	2	0	12	0	0	6	7	5	0	18
3.50	0	0	1	4	1	0	6	0	0	0	3	1	1	5	0	0	1	7	2	1	11
3.75	0	0	0	1	0	0	1	0	0	0	1	3	0	4	0	0	0	2	3	0	5
4.00	0	0	0	1	1	1	3	0	0	1	1	2	1	5	0	0	1	2	3	2	8
4.25	0	0	0	0	2	0	2	0	0	1	1	2	0	4	0	0	1	1	4	0	6
4.50	0	0	0	0	0	1	1	0	0	0	0	0	2	2	0	0	0	0	0	3	3
4.75	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	2	2
5.00	0	0	0	0	1	2	3	0	0	0	0	1	3	4	0	0	0	0	2	5	7
Total	0	5	50	32	14	7	108	0	3	50	37	15	8	113	0	8	100	69	29	15	221

other words, teachers did not inflate their self-ratings. We know this from computing a correspondence between the self-ratings and the interview ratings by equipercentile equating. Table 6 shows the correspondence. Recall again that the self-rating scale contained an additional point at the bottom, so there is a similarity of wording (but not an equivalence) between a rating of 1 on the ILR scale and a rating of 2 on the self-rating scale.

As a result of the Phase I analysis, we conclude that many items on the questionnaire were valid indicators of oral language proficiency. The scale scores were both valid and reliable, the single global self-rating was the most highly valid, and a number of personal experiences and background variables were highly correlated to oral language proficiency. Based on these findings, we were able to revise and shorten the questionnaire so that it could be used in the national survey as a valid substitute for lengthy and costly interviews.

Table 6

Equating of Self-Ratings and Interview Ratings

Conversion of Interview Rating to Self-Rating	
Interview	**Self**
1	1.5
2	2.4
3	3.7
4	4.8
5	5.9

Conversion of Self-Rating to Interview Rating	
Self	**Interview**
1	0.5
2	1.4
3	2.5
4	3.2
5	4.1
6	5.0

PHASE II: NATIONAL SURVEY

Overview

The major purpose of Phase II was to conduct a national survey of the oral language proficiency of secondary school French and Spanish teachers. This entailed revision of the field-tested questionnaire, selection of a national sample of French and Spanish teachers, and administration of a mail survey.

Briefly, the steps consisted of the following:

1. Revise the questionnaire that was field-tested in Phase I.

2. Design and select a random sample of French and Spanish teachers nationwide.

3. Survey the sample by mail, conducting follow-ups to ensure a large response rate.

4. Analyze the data to produce estimates of the oral language proficiency of the national sample.

Revision of the Questionnaire

Based on the results of the field test, it was possible to shorten the questionnaire considerably. Items were eliminated if there was little variance in the responses, for example, those for which 95 percent of the teachers gave the same response. Also eliminated were those correlating poorly with the interview ratings. In some instances, items were revised so as to improve their response distributions. The global self-rating item, because it correlated so highly with the interview rating, was reworded slightly so that it fit even more exactly the actual ILR wording. The six options were retained. Finally, items were omitted if they seemed excessively redundant. Appendix O contains the revised questionnaire.

Sampling

For most sample surveys there exists a fairly complete and satisfactory sampling frame, or list of the population of people, schools or other elements to be sampled. Generally, because the sampling frame is reasonably complete, researchers are able to select a good random sample initially, but find it a problem obtaining a high response rate. In our survey, we had the opposite problem -- there was no complete list of French and Spanish teachers from which to sample, but we obtained an exceedingly high response rate from the sampling frame that we did use.

Obtaining a satisfactory sampling frame was, in fact, the greatest problem encountered in this study. Ideally, we would have needed to create our own, and this would have been a major task in itself in terms of time, cost, and strategy. Basically it would have involved contacting all public secondary schools in the country, obtaining lists of French and Spanish teachers in each, and then randomly selecting a sample to survey. From past experience we know that schools are reluctant to reply to any survey and even more reluctant to disclose the names of teachers or to commit their teachers to participation in a research study. In many communities, the district superintendents and/or teachers' unions would have to be contacted first and their permission obtained.

A second alternative to creating a frame would have been to contact schools and ask an administrative official to select the sample in accordance with selection rules that we would supply. This method has been used in the past, but when it is used, we have no way of knowing whether the administrator actually follows the selection rules. Generally they appear difficult, and the average administrator does not really understand the meaning or purpose of a truly random sample. He or she is also strong-

ly tempted to select the best teacher in the event that the results of the study reflect on the quality of the school in some way. The administrator is even further tempted to select the teacher of her or his choice when the one chosen at random is reluctant to participate. As a result, this method of selection may produce a sample of the "best" language teachers in the country, and we would have no way of knowing to what extent this had happened.

The third alternative was to obtain the most complete list of French and Spanish teachers known to exist. Upon investigation, we found that Market Data Retrieval (MDR) appeared to have made the most intensive effort to create and update such a list. Because they maintain what is probably the most complete and up-to-date list of schools in the country, they also compile a list of teachers in each subject area. The list is continuously updated by telephone survey methods. Its completeness is unknown because there is no census against which to compare it. Nevertheless, we decided to use this sampling frame.

For the sample, we required that the teachers be working in a public secondary school. We defined a secondary school as any school having a 12th grade. By requiring that the school have a 12th grade, we omitted teachers who were in a junior high school, or an elementary school, or a school whose definition was ambiguous, such as one ranging from 8th to 10th grade. From the MDR list of 7,150 Spanish teachers and 4,677 French teachers, we had MDR draw two spaced samples with approximately 500 teachers in each. These consisted of every 10th French teacher and every 14th Spanish teacher. The exact numbers of French and Spanish teachers that we surveyed were 494 and 495 respectively.

Survey procedure

Based on prior experience with surveys, we have found that we can maximize response rates by conducting the survey in three stages: an initial mailing, a follow-up postcard reminder, and a follow-up questionnaire. For this study we followed this procedure:

1. The initial mailing contained a cover letter inviting teachers to participate, explaining the purpose of the study, and assuring them that their responses were confidential (Appendix P). Attached to the cover letter was the questionnaire, a stamped envelope, and a check for $5.00. We placed on the front of the questionnaire an address label so that we would know who had returned it. The package was mailed first class so that it would not be confused with junk mail.

2. Approximately two weeks later we mailed a postcard reminder to all teachers who had not responded (Appendix Q).

3. After another two weeks we mailed a new package to those who had still not responded. It contained a revised cover letter (Appendix R), another copy of the questionnaire, and a return envelope. We did not send a second check.

Results of Phase II

Response rate. The response rate to the survey was high. Only five from the French sample and four from the Spanish sample were lost because the envelopes were undeliverable, or teachers had retired or were on maternity leave or had changed jobs. From the remaining teachers we obtained a response rate of 92.3 percent from French teachers and 93.7 percent from Spanish teachers. Their comments were also quite enthusiastic. Several, in fact, returned their checks because they felt they did not need to be paid. The final sample, therefore, consisted of 436 French and 442 Spanish

teachers.

A small number of French teachers noted on the questionnaire that they now taught Spanish, and they completed the questionnaire as a Spanish teacher. We therefore included them in the Spanish sample.

Self-ratings. The single global self-rating item was rescored from a scale of 1 through 6 to a scale of 0 through 5. This made the numeric value comparable to the ILR scale values, thus avoiding confusion in interpretation. The average self-rating for French teachers was 2.6 with a standard deviation of 1.1. For Spanish teachers the average score was 3.0 with a standard deviation of 1.1. The French average, therefore, fell between a rating of 2 ("Can handle simple conversations with native speakers") and a rating of 3 ("Can talk with ease at normal speed"). The Spanish average was just slightly above 3.

As we see in the distributions in Table 7, only 1 percent of the French teacher and 1 percent of the Spanish teachers thought their speaking ability was "very limited" and, at the other end of the scale, only 6 percent of the French teachers and 12 percent of the Spanish teachers reported that their speaking ability was "completely fluent."

The differences in the distributions between French and Spanish teachers were statistically significant. In other words, the higher level of speaking ability reported by the Spanish teachers was unlikely to have occurred by chance. In standard deviation units, the superiority of the Spanish teachers was 0.4.

The scales constructed from the five speaking ability items were scored by averaging the self-ratings of all five items. A score of 1 would mean that the teacher marked "Not at all" for all tasks. A score of 4 would mean that he or she marked "Quite easily" for all tasks. The French teachers had a mean of 3.3 with a standard deviation of 0.7. Their

Table 7

Overall Self-Rating of Speaking Ability in Each Language

	French (N = 441)		Spanish (N = 446)	
	Frequency	Percent	Frequency	Percent
1 - Speech is very limited	4	0.91	3	0.67
2 - Ask and answer simple questions	55	12.47	20	4.48
3 - Can handle simple conversations with native speakers	164	37.19	134	30.04
4 - Can talk with ease at normal speed	124	28.12	147	32.96
5 - Nearly fluent; few errors	63	14.29	84	18.83
6 - Completely fluent	26	5.90	54	12.11
No response	5	1.13	4	0.90

average, therefore, fell one quarter of the way between "With some difficulty" and "Quite easily." The Spanish teachers had a mean of 3.4 with a standard deviation of 0.5. Their average fell between the same two ratings but lay midway between them. The difference between the averages of the French and Spanish teachers was 0.3 standard deviation units.

Similarly, on the five listening items, the French teachers had a mean of 3.0 with a standard deviation of 0.7, and the Spanish teachers had a mean of 3.2 with a standard deviation of 0.7, giving a superiority of 0.3 standard deviation units.

Personal characteristics. A comparison of the French and Spanish teachers showed some differences. The table below summarizes the personal characteristics of each group.

Characteristic	Percentage of French Teachers	Percentage of Spanish Teachers
- Female	78	69
- Spent 8 semesters or more studying the language they taught	83	80
- Never or rarely spoke the language at home	61	55
- Never or occasionally spoke the language with friends	48	31
- Taught the language of their birthplace	10	4
- Were not born in this country	13	10
- Were teaching their native language	13	5
- Were teaching their mother's native language	17	7
- Were teaching their father's native language	16	5

- Had taught the language at the college level	9	6
- Traveled abroad with their family	33	27
- Spent 4 months or more in countries where the language was spoken	53	45
- Spoke the language consistently while abroad (of those who traveled)	74	66

Comparison of urban, suburban, and rural teachers. For comparison purposes, both the French and Spanish samples were subdivided by whether they taught in an urban, suburban, or rural school. Among the French teachers, those who taught in urban areas tended to have been teaching longer, were more likely to have traveled abroad and spoken French while they were abroad, and were more likely to have friends with whom they could speak French regularly. Not surprisingly, rural French teachers had the least opportunity to speak French with other people, and fewer had traveled to French-speaking countries.

The results for Spanish teachers were very similar. The degree to which they taught in an urban area was related to many variables. Those teaching in urban schools were much more likely to have been born in a Spanish-speaking country or to have parents who were. One fourth of the urban teachers had mothers who were native Spanish speaking, while this was true of only 17 percent of the suburban and 13 percent of the rural Spanish teachers. Those teaching in urban areas had been teaching much longer, had traveled to Spanish-speaking countries more frequently, and they more often spoke Spanish with friends and family. Thirty-seven percent of the urban teachers and 36 percent of the suburban teachers rated themselves "nearly fluent" or "completely fluent" in Spanish, while only 23 percent of the rural teachers gave themselves this rating.

Relationships between self-ratings and personal characteristics. The

intercorrelations of the overall self-rating, the scale of five speaking ability tasks, the scale of five listening comprehension statements, and the respondents' personal characteristics are shown in Appendix S. The correlations between the speaking and listening scales were quite high, namely, 0.82. The correlations between the self-rating and the speaking and listening scales were 0.76 and 0.81, respectively. Considering the less than perfect reliabilities of the two scales and of the self-rating, these high correlations suggest that all three are measuring the same construct, presumably oral language proficiency.

Self-ratings were found to be correlated with a number of personal characteristics. It is important to keep in mind when interpreting these correlations that some may be spurious. In other words, there is not necessarily a cause-and-effect relationship between them. A personal characteristic may be correlated with oral language proficiency simply because it is related to something else that relates to language proficiency.

The characteristics found to be positively related to the self-ratings of oral language proficiency were the following:

- Being born in a country whose native language is the same as the language taught.
- Immigrating to this country at an older age.
- Teaching the native language or the language of one's parents.
- Frequently speaking the language at home or with friends.
- Traveling abroad and speaking the language while in that country.
- Semesters studying the language taught (slight correlation).
- Years teaching the language (slight correlation).
- Being male (slight correlation).

DISCUSSION

A number of important findings, both methodological and substantive, arose from this study. Perhaps most significant is the finding that it is possible to design a questionnaire that teachers can fill out in twenty minutes and in which they can rate their own oral language proficiency with high validity and reliability.

Teacher Response

The unusually high response rate of 93 percent, combined with teachers' favorable and often enthusiastic comments, suggest that teachers are truly concerned about their competency and appreciate the fact that the Department of Education, the MLA, and ETS are concerned as well. Teachers' responses also indicate that the survey methodology was effective -- the questionnaire was apparently clear and relevant, the purpose of the study was communicated effectively, and the methods of follow-up were successful in maximizing response rates.

The Self-Rating Questionnaire

The results of the Phase I field test indicated that language teachers did rate their oral language proficiency accurately in the sense that there was a high degree of correspondence between their self-ratings and the ratings assigned by experts who judged the quality of foreign language interviews with the teachers. The field test demonstrated that the self-ratings in the questionnaire were valid measures of oral language proficiency. This was true of the single, global self-rating as well as the two scales consisting of five items each. Because of the high correlation between the two five-item scales, it is likely that they could be combined

to form a single, ten-item scale of oral language proficiency.

In addition to the self-rating scales being valid and reliable, certain background information about the foreign language experiences of teachers were also found to be valid indicators of oral language proficiency. This finding introduces the possibility of developing multiple regression equations by means of which one could predict language proficiency with or without the use of self-ratings. Such predicted scores may have sufficient predictive validity for certain applications where a self-rating alone is not to be fully trusted, or where a self-rating cannot be obtained at all, or where it is desirable to improve upon the prediction obtained from a self-rating.

The fact that a valid self-administering instrument to measure oral language proficiency now exists raises many possibilities for its application, particularly in a research setting where the subjects are guaranteed anonymity. The questionnaire, as it currently exists, can be easily adapted for teachers of any language, simply by replacing the words "French" or "Spanish" with the desired language. No other revisions are necessary. Possible applications are numerous. Large national samples of language teachers, for example, could be surveyed each year could provide useful trend data. The same questionnaire could be used for collecting pretest and posttest data as one indicator of the effectiveness of a foreign language training program.

While the questionnaire proved to be valid under the conditions of this study, there are other conditions under which its validity would be questionable. If it were to be used for certification or hiring, for example, candidates might halo their self-ratings considerably and be strongly tempted to falsify their answers. For the current study there was

no such incentive. Great care would need to be taken in the use of the questionnaire for purposes of program evaluation or teacher assessment, where the candidate stands to gain or lose on the basis of the results. In any situation where the questionnaire is used, it should be re-validated on an appropriate sample of the population to be studied.

Knowledge Gained Regarding Correlates of Language Proficiency

In addition to developing a useful measure of oral language proficiency, results of the correlational analyses confirmed many people's views concerning the relationships between life experiences and oral language proficiency. It is not surprising that a teacher who was born in Mexico and spent the first eighteen years of her life in that country would speak Spanish with complete fluency. Even if she was born in this country and had one or more parents born and reared in Mexico, she was likely to speak the language fluently. The field test confirmed this expectation.

Also highly correlated with oral language proficiency was travel experience. Again, we might expect that a teacher who has spent many months or years in a foreign country speaking the language would have greater proficiency in that language. Presumably greater competency arises out of first-hand experience in a setting where the teacher is required to speak and comprehend the language in order to survive. In assessing oral language proficiency, therefore, we now know that it is useful to inquire about the teacher's experiences abroad, and it is safe to assume that those experiences give some valid indication of the teacher's proficiency.

This study did not actually demonstrate that the relationship between travel and language proficiency is a causal one -- only that the experience is related in some way to language proficiency. We do not know whether the experience improves language proficiency, or whether the teacher

travels because he is confident of his proficiency, or whether the proficiency and the choice to travel both arise out of a dedication to a foreign language and culture. The direction of causality can only be inferred experimentally by rating the teacher's proficiency before and after a period of foreign travel. If indeed it is causal, perhaps greater emphasis could be placed on studying in a foreign country during some period of the teacher training program.

Oral language proficiency was also found to be related to the teacher's use of the foreign language at home and among friends. Here again it is not surprising that a French teacher would have greater proficiency if his wife and children spoke French and the family had regular dinner parties with French-speaking colleagues. The field survey confirmed this expectation. Practice, while it may not make perfect, certainly improves oral language proficiency.

The finding that Spanish teachers, on the average, had somewhat higher ratings than French teachers can also be explained in terms of their greater first-hand experience with the language. Spanish teachers are more likely to live near the Mexican border where they may make frequent, inexpensive trips. They are also more likely to live in a community where the language is spoken on a daily basis. An explanation, based on experience with the language, also applies to the differences between urban, suburban, and rural teachers. Rural teachers, especially French teachers, are likely to have no one but their students with whom they can converse except in English. It is not surprising, therefore, that the rural teachers gave themselves the lowest ratings.

There was some indication in the correlational analyses that the more proficient teachers also preferred to teach more advanced courses, including literature courses. The highly proficient teacher would naturally

find an advanced class to be more of a challenge.

While none of these correlates is surprising, two very important conclusions can be drawn from them. First, as a whole they lend credibility to the questionnaire as a measure of oral language proficiency by providing further evidence of its construct validity. Second, they show that formal instruction is less important than direct experience with the language; the statistics suggest that an important key to oral language proficiency is to provide teachers with opportunities for extensive informal language practice.

Inadequacy of Lists of Foreign Language Teachers -- Research Implications

Another important outcome of this study was the finding that no adequate list of foreign language teachers exists anywhere. Considerable difficulties were encountered in an attempt to compile an adequate sampling frame from which teachers could be selected in order to estimate the oral language proficiency of teachers nationally. The absence of such a list severely limits the type and quality of research that can be done on foreign language teachers. To assess the oral language proficiency (or any other ability, skill, or characteristic) of teachers nationally requires a random sample of all foreign language teachers (preferably with stratification). Unless a list of all foreign language teachers can be compiled, a random sample is impossible.

In the absence of a truly random sample of all foreign language teachers, it was still possible to develop a sound questionnaire and to study the correlates of oral language proficiency. These important aspects of the study did not require a random sample. What was jeopardized by not having a list of all foreign language teachers in the country was the estimate of oral language proficiency nationwide. The list of names

supplied by MDR constituted a random sample of all of the names in their file. But the teachers in their file were self-selected. There is no way of knowing how well they represent foreign language teachers nationally. Quite possibly only the better teachers supply their names to such a list. But again, we can only speculate about their motivation and whether it is related to their oral language proficiency.

An important recommendation drawn from this study is, therefore, to create and maintain a data base of all foreign language teachers nationwide, including the languages they teach and other basic information about them. Such a data base would need to be updated continuously because teachers change jobs frequently, and even change the language they teach. The most cost effective way to maintain such a data base would probably be to include it in already existing national surveys of schools. While this data base may be somewhat costly to create and tedious to update, it is virtually essential for any national studies of foreign language teachers. Use of haphazard samples can lead to very misleading research results.

Estimate of Oral Language Proficiency Nationally

Finally, keeping in mind the limitations of the sample drawn from the MDR file, an estimate of the oral language proficiency of teachers nationwide was made. In general, the Spanish teachers appeared to have slightly greater oral language proficiency than the French teachers. This was not surprising considering their greater opportunity to speak the language with others. The greatest number of French teachers (37 percent) rated themselves a '2' on the ILR scale -- "Can handle simple conversations with native speakers." Among Spanish teachers, the greatest number (33 percent) rated themselves '3' -- "Can talk with ease at normal speed." The distribution of self-ratings was fairly normally distributed over the full range

of the scale, and on the average, Spanish teachers rated themselves slightly higher than did French teachers. These findings, while they may not adequately speak for all foreign language teachers nationally, provide us with the best estimate to date of the oral language proficiency of French and Spanish teachers in the United States.

SUMMARY AND CONCLUSIONS

This study was conducted in two phases. In the first phase a questionnaire was developed to measure oral language proficiency. It contained biographical questions pertaining to the teacher's birthplace, native language, parents' language, travel experiences, language experiences at home, education, and employment experiences. In addition it contained some rating scales of oral language proficiency as well as single global ratings.

The questionnaire was pilot tested on 24 teachers in small local groups and then revised. Next it was field tested on 109 French teachers and 114 Spanish teachers throughout the country. Taped interviews were obtained with each teacher, and the interviews were each rated on the Inter-Agency Language Roundtable (ILR) Scale by two trained raters. The average rating (from 1 to 5) was then correlated with each item and scale of the questionnaire.

The self-rating items on the questionnaire as well as many of the biographical items correlated well with the ILR rating. Teachers' self ratings were found to be valid and reliable. They even showed no evidence of being haloed (i.e., higher than the interview ratings). The biographical items found to be most highly correlated with the interview ratings were those dealing with language experience, namely, foreign travel, opportunities to speak the language with family and friends, and being born in a country where the language is spoken.

In the second phase of the study, the questionnaire was revised to exclude redundant items and those items that correlated poorly with the interview ratings. A national survey of 436 French teachers and 442

Spanish teachers was conducted using the revised questionnaire. The teachers surveyed were drawn at random from the most complete list of foreign language teachers known to exist. It does not, however, contain all teachers in the country and can therefore not be said to represent all teachers.

The self-ratings were highly correlated with native language, travel experience, and opportunities to speak the language at home. Only a slight correlation was obtained with semesters studying the language and years teaching it.

On the average, French teachers rated themselves between a '2' and a '3' on the ILR scale. The Spanish teachers averaged a '3.' Brief descriptions of these ratings are as follows:

2: Can handle simple conversations with native speakers.

3: Can talk with ease at normal speed.

The superiority of Spanish teachers over French teachers is probably due to the greater opportunity Spanish teachers have to speak their language at home and among friends, and the greater ease with which they can travel to a country where the language is spoken (Mexico).

It was also found that teachers in rural schools generally rated their oral language proficiency lower than did those teachers in suburban or urban schools. They also had fewer people with whom they could speak the language and did less travelling. Both of these factors probably account for their lower ratings.

There are several important outcomes of this study: (1) it was found that a questionnaire could be developed and used to measure oral language proficiency with high validity and reliability; (2) foreign language experiences such as travel and the ability to speak the language with family

and friends were demonstrated to be important correlates of oral language proficiency; (3) amount of formal education related to language study was found to be only slightly correlated with oral language proficiency; (4) difficulties with obtaining an adequate list of language teachers nationwide pointed to the need for a national data base for future research on foreign language teachers; and (5) the best estimate to date of the average oral language proficiency of French and Spanish teachers was obtained.

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Appendices

A - The Language Proficiency Interview

B - Cover letter to teachers forwarding a copy of the pilot study survey, December 7, 1982

C - Questionnaire, Self-Assessment of Oral Language Proficiency Survey Field Study, January 1983

D - Information letter to interviewers forwarding a copy of Instructions for Choosing Teacher/Subjects, December 22, 1982

E - Second mailing to interviewers forwarding required forms, suggestions, etc., January 11, 1983

F - Respondent (Teacher/Subject) Release and Payment Form

G - Interviewer Release and Payment Form

H - Instructions for the Questionnaire and Interview Sessions

I - Suggestions for Successful Recorded Interviews

J - Third mailing to interviewers forwarding situation cards and information on an additional request, January 12, 1983

K - Tape Rating Log

L - Interview Rating Form

M - Master Interview Rating Form

N - Certificate of Oral Language Proficiency

O - Revised questionnaires, National Language Teachers' Survey, 1984 (one for Spanish teachers and one for French teachers)

P - Initial cover letter to language teachers explaining purpose of study, forwarding questionnaire, etc., February 15, 1984

Q - Postcard reminder to language teachers

R - Revised cover letter to language teachers who had not responded to previous correspondence and forwarding another questionnaire, April 9, 1984

S - Printout - Intercorrelations of Ratings and Personal Characteristics

Appendix A

The Language Proficiency Interview

LANGUAGE PROFICIENCY PROGRAM

Please keep this bulletin for use in interpreting the interview score report.

The Language Proficiency Interview

The Language Proficiency Program is administered by Educational Testing Service of Princeton, New Jersey. The purpose of the program is to develop and administer measures for determining the level of an individual's second or foreign language speaking proficiency in real-life language-use situations.

The levels of speaking proficiency required for particular purposes are determined by the agencies or institutions making use of the measurement results.

Box 2835 • Princeton, NJ 08540
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The Language Proficiency Interview

The Language Proficiency Interview is a structured conversation of about 20 minutes that is carried out between the candidate and a trained interviewer. The purpose of the interview is to give the candidate the opportunity to demonstrate, in a realistic conversational situation, the level of proficiency at which he or she is able to speak the language in question. (A list of languages in which the interview is offered is enclosed with this bulletin.) Following the interview, the candidate's performance is given a numerical rating that can range from 0 to 5 (see "Language Proficiency Levels" on page 6).

The interviewing procedure and associated rating system were originally developed by the Foreign Service Institute of the U.S. Department of State and have been used by that department and other government agencies to measure language proficiency in language learning programs and for selection and employment purposes. With slight adaptations, they have been incorporated into the Language Proficiency Interview, administered by Educational Testing Service (ETS) as a part of its Language Proficiency Program. Results of Language Proficiency Interviews are currently being used not only for teacher training and certification, but also in connection with Peace Corps language training programs, course credit for language study, and other areas of language assessment requiring a highly face-valid measure of speaking proficiency.

CONTENT OF THE INTERVIEW

The interview measures the general level and extent of the candidate's speaking proficiency regardless of the particular course work or other means by which this proficiency was acquired, and there are no set questions or topics to which all candidates are expected to respond. However, several broad areas of conversation are usually covered, including general autobiographical information (for example, size and composition of family, current and past areas of residence, personal interests and hobbies); employment-related topics (past and current work activities); educational experiences; and current events and other contemporary matters. A variety of additional topics are discussed, depending on the background and interests of the candidate.

The interview does *not* require a detailed knowledge of facts about or close familiarity with any particular area or topic. Throughout, the intent is not to "quiz" the candidate but to provide an opportunity for the individual to demonstrate—within a relatively free conversational setting—the highest level of oral communication of which he or she is capable.

Although the topical areas covered in any one interview are varied, all interviews are conducted with the aim of determining the candidate's level of performance in each of several specific linguistic areas, as follows:

Pronunciation

A pronunciation that is sufficiently accurate to avoid confusion as to the particular words intended is important to effective communication. For this reason, the candidate's ability to speak in a clearly comprehensible manner is evaluated throughout the interview. Native-like accent, however, is not an important factor except at levels 4+ and 5 (see page 7).

Grammatical Accuracy

Since structure is a fundamental aspect of the spoken language, grammatical accuracy receives close attention. The interviewer will typically attempt to stimulate discussion requiring the use of various verb tenses, moods, and persons beyond the simple narrative present and the first person ("I") forms. Accurate use of adjectives, adverbs, prepositions, and other aspects of language structure will also be evaluated.

Vocabulary

The range of the individual's speaking vocabulary is tested throughout the interview. Candidates are given the opportunity to use vocabulary appropriate to a variety of topics.

Fluency

The speed of the candidate's speech is not an impor-

tant aspect of fluency as this term is used in the interview context. Rather, fluency refers to the overall smoothness, continuity, and naturalness of the speech, and the absence of pauses for rephrasing sentences, groping for words, and so forth. Fluency is evaluated during the middle and later stages of the interview, when the candidate has had the chance to "warm up."

Listening Comprehension
The general level of listening comprehension is evaluated on the basis of conversational performance during the interview. The candidate is not required to take a separate listening test.

APPLYING FOR THE INTERVIEW

Language Proficiency Interviews are conducted at the main offices of ETS in Princeton, New Jersey, and through selected ETS regional offices. A list of ETS offices currently offering the interview is enclosed with this bulletin, and interested individuals should write or telephone the nearest ETS office to obtain additional information or to make arrangements to take the interview.

Where candidate volume warrants, special arrangements can sometimes be made with institutions or agencies for interviews at other locations. Information about this service is available from the Language Proficiency Program at the address given on the front cover or from the ETS regional offices.

A Language Proficiency Interview can usually be scheduled for a date convenient to the candidate, provided the appropriate ETS office is contacted at least two weeks ahead of time. Although interviews can be applied for in writing, it is easier and more efficient to telephone. When application is made by phone, it is frequently possible to set a date and time for the interview during the call. In some cases, it may be necessary for the program to call the candidate back with this information. Travel directions to the interview site will be sent on request.

The fee for the Language Proficiency Interview is $30, payable at the time of the interview. (See also "The Interview Process," page 9.) Information about

interviewing costs at locations other than those listed may be obtained from the nearest ETS office.

LANGUAGE PROFICIENCY LEVELS

As noted earlier, a candidate's performance on the Language Proficiency Interview is given a numerical rating of from 0 to 5. The ratings are defined by short verbal descriptions that indicate the kinds of real-life situations in which the individual is considered capable of speaking in an appropriate and effective manner. By referring to these descriptions, both the candidate and other authorized score recipients can clearly determine the nature and level of language performance represented.

The verbal descriptions for the numerical ratings in the Language Proficiency Interview scale follow.

Level 0
Unable to function in the language

Verbal production limited to occasional isolated words; little or no comprehension of even the most simplified and slowed speech; essentially no functional communication in the course of the interview.

Level 1
Able to satisfy routine travel needs and minimum courtesy requirements

Can ask and answer questions on highly familiar topics; within the scope of a very limited language experience, can understand simple questions and statements, allowing for slowed speech, repetition, or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak the language. While elementary needs vary considerably from individual to individual, any person at Level 1 should be able to handle formulas of politeness, order a meal, ask for shelter or lodging, ask for and give simple directions, make purchases, and tell time.

Level 2
Able to satisfy routine social demands and limited work requirements

Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, and can deal with work, family, and autobiographical information; language competence sufficient to handle limited work requirements, not involving linguistic complications or difficulties; can get the gist of most conversations on subjects requiring no specialized knowledge; has a speaking vocabulary sufficient to communicate simply with some circumlocution; accent, though often quite faulty, is intelligible; can usually handle elementary constructions accurately but does not have thorough or confident control of the grammar.

Level 3
Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics

Can discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that it is rarely necessary to grope for a word; accent may be obviously foreign; control of grammar good; errors virtually never interfere with understanding.

Level 4
Able to use the language fluently and accurately on all levels normally pertinent to professional needs

Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar are quite rare.

Level 5
Speaking proficiency equivalent to that of an educated native speaker

Has complete fluency in the language such that his or her speech is fully accepted by educated native speakers as native in all of its aspects, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

Except for Level 5, a "plus" value may be added to each of the above levels. The "plus" indicates the individual's performance substantially exceeds the minimum requirements for that level but fails to meet *all* the requirements for the next higher level. A "plus" rating, therefore, does not represent a midway point between two levels but is used to indicate a degree of performance that approaches but does not satisfy in all respects the requirements of the higher level. Including the "plus" values, the possible interview ratings are 0, 0+, 1, 1+, 2, 2+, 3, 3+, 4, 4+, 5.

PREPARATION FOR THE INTERVIEW

It is not possible to study or train for the Language Proficiency Interview in any effective manner within the span of a few days preceding the interview. Because of the wide-ranging nature of the conversation, it would probably not be helpful to study specific vocabulary lists or to prepare, in advance, a series of responses to set topics. A more appropriate preparation for the interview would involve the following:

1. A detailed reading of this bulletin and familiarization with the interview procedure described.
2. Conversational practice in a situation similar to the one described on page 9. This would be particularly helpful for someone who has not had frequent opportunity to converse on a one-to-one basis in the language of the interview.
3. An effort to speak as accurately and as extensively as possible in the actual interview situation. Although the interviewers are experienced in leading candidates to speak readily and openly, candidates can facilitate the process by making a conscious and continuing effort during the interview to present the best possible sample of their speaking performance.

4. Some practice in speaking while a tape recording is being made. For both rating and record-keeping purposes, it is necessary to make a cassette recording of every Language Proficiency Interview. Although the recording arrangement used is simple and unobtrusive, candidates who have any concerns about this aspect of the interview may wish to carry out some practice interviews in which recordings are made.

THE INTERVIEW PROCESS

On the date set for the interview, the candidate should report to the interview site at least 15 minutes before the interview is scheduled to begin. This allows time for checking identification and for other administrative details. The candidate will be asked to show some form of positive identification (preferably bearing both a photograph and a signature) and to pay the $30 interview fee. Either a personal check or a money order, payable to the Language Proficiency Program, is acceptable.

The interview, conducted by a specially trained interviewer, is carried out in a quiet, comfortable room. To record the interview, a cassette recorder and two small lapel microphones are used. The microphones—one for the interviewer and one for the candidate—are of the type that can be clipped to one's clothing or hung about the neck.

The interview itself involves approximately 20 minutes of conversation, beginning at a relatively simple level and increasing in pace and linguistic complexity to the point of maximum candidate performance.

At the conclusion of the interview, the interviewer will mail a copy of the interview request form, the check or money order for the interview fee, and the cassette recording of the interview to the ETS Princeton offices for scoring and score reporting. Although the interviewers are highly qualified in the interviewing technique, they are not officially trained or certified in the interview scoring process and are thus not in a position to discuss particular details of candidate language performance or provide information on the score level represented.

INTERVIEW RATING AND REPORTING OF RESULTS

Payment of the interview fee entitles a candidate to three copies of the interview results, showing the date of the interview, the interview language, and the official rating obtained. The Language Proficiency Program automatically mails one copy of the report to the candidate. The other two copies are sent by the program to any individuals or organizations designated by the candidate, provided the necessary address information was supplied at the time of the interview. If this information is not given, or if the candidate does not wish to have the results reported to anyone else, the additional copies of the report will be sent to the candidate.

Although interview rating and score reporting are done as quickly as possible, candidates are advised to schedule Language Proficiency Interviews for at least one month before the results are needed.

OTHER INFORMATION

This section provides answers to a number of questions that may be asked about the language interviewing and score reporting procedures.

How may additional score reports be obtained?

Candidates may request additional score reports by writing to the Language Proficiency Program at the address shown on the front cover of this bulletin. The request letter must give the following information: candidate name and address, date of interview, interview language, number of score reports requested, and the address or addresses to which the reports are to be sent; it must be signed personally by the candidate. There is a charge of $2 for *each* additional score report, and a check or money order for the total score report fee, payable to the Language Proficiency Program, must be enclosed with the request. Score reports will be mailed to the designated recipient(s) within approximately one week after the request is received.

Under what conditions are interview results reported?

Except at the candidate's written request, the

Language Proficiency Program will not communicate information regarding interview results to any outside individual or organization.

May interview fees be refunded?

In the unlikely event that a problem occurs that makes it impossible for the Language Proficiency Program to properly rate the interview and report the score, the candidate may either request a full refund of the interview fee or receive a second interview at no additional charge. Fees cannot be refunded under other circumstances.

How long are the interview results kept?

The interview results and recording are maintained in secure Language Proficiency Program files for two years following the interview date. During this period, the candidate may request additional score reports (see page 10). If interview results are needed after the two-year period has elapsed, a new interview will be required.

Where may additional information be obtained?

Other questions about the interview and score reporting procedures may be directed to the Language Proficiency Program at the address given on the front cover of this bulletin. Questions concerning the use of interview results for course placement or credit, teacher certification, employment application, or other purposes should be directed to the office or institution involved.

Appendix B

Cover letter to teachers forwarding a copy of the pilot study survey, December 7, 1982

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
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DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

December 7, 1982

Dear Teacher:

Thank you for agreeing to participate in the Pilot Study of the Oral Foreign Language Proficiency survey. The cover page of the survey provides some background about the study. The questionnaire is designed to be self-explanatory. However, if you have any questions, please phone me at 609-734-5782.

For the Pilot Study, your comments and recommendations about the design of the questionnaire (i.e., questions asked; question format and layout), as well as your responses to the questions, are vital. Since we are proceeding with the Pilot Study by mail rather than with a group meeting, let me urge you to record your comments, criticisms, and recommendations in the margins of the questionnaire or on additional pages, if necessary. Please be sure to reference your remarks to the items in question. If you prefer, you may call me at my office.

I would like to receive your completed questionnaire with your remarks by Friday, December 17, and definitely no later than Wednesday, December 22. It is vital to keep to this deadline because the national Field Test is scheduled for January 1983.

I have attached a form for you to complete to receive your $10.00 honorarium. Be sure to enter the information requested and to sign the form. Return this form with the completed questionnaire in the enclosed postage-paid mailer. Your check will take about three weeks to process.

Respectfully,

Roberta G. Kline
Senior Research Assistant

RGK/an
Enclosures

Appendix C

Questionnaire

Self-Assessment of Oral Language Proficiency Survey
Field Study, January 1983

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
•
DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

SELF-ASSESSMENT OF ORAL LANGUAGE PROFICIENCY SURVEY

FIELD STUDY

Thank you for agreeing to participate in the field study of this survey questionnaire which will be used in a significant national study financed by the International Studies Division of the U. S. Department of Education. The questions in this survey ask about your language learning experiences and your skills in the foreign languages you teach and speak. Please answer each question. The entire survey should not take more than 45 minutes to complete.

The information you provide will be kept confidential. No one other than members of the research project staff will have access to your responses, including your school officials and colleagues. With this in mind, let me urge you to be candid in your responses. After you have completed the questionnaire, you will participate in the language interview procedure.

In advance, let me thank you for your participation in this field study. If you have questions about this study, please feel free to contact Bobbi Kline, Judy Liskin-Gasparro, or me at (609) 921-9000 collect.

Thomas L. Hilton
Project Director

Your name: _____

Your school: _____

January 1983

SELF-ASSESSMENT OF ORAL LANGUAGE PROFICIENCY

1. Below is a list of 16 languages followed by phrases about your native language and the native language of some of your relatives. For each individual, report the appropriate native language by entering the number that precedes that language on the line in front of the phrase.

1	Chinese	5	Greek	9	Polish	13	Tagalog
2	English	6	Hebrew	10	Portuguese	14	Yiddish
3	French	7	Italian	11	Russian	15	Other language not listed
4	German	8	Japanese	12	Spanish	16	I don't know

____your native language

____your spouse's native language (leave blank if not applicable)

____your father's native language

____your mother's native language

____your paternal grandfather's native language

____your paternal grandmother's native language

____your maternal grandfather's native language

____your maternal grandmother's native language

2. Where were you born? (Check one)

1____Central America

2____Cuba

3____Dominican Republic

4____France

5____French-speaking Africa

6____French-speaking Canada

7____Guadeloupe

8____Haiti

9____Martinique

10____Mexico

11____Puerto Rico

12____South America (except Brazil)

13____Spain

14____United States

15____Other: Specify _____

3. If you were NOT born in the United States, enter your age when you first came to live permanently in the United States.

(age in years) _____

4. This question asks about all of the language(s) other than English you have studied in school for at least one semester. (Note: Questions about outside-of-school language study, including study abroad, are asked later.) The example below has a number of rows showing the names of commonly taught languages, and additional rows where you can add the names of other languages you have studied. The columns are grade levels going from 1st grade through a Ph.D. The example shows the responses of a person who studies French continuously from 9th grade through an M.A.; Spanish in 9th, 10th, and 12th grades; and Japanese as a freshman and sophomore in college.

Grades in which Language(s) was Studied

LANGUAGES	1-6	7th	8th	9th	10th	11th	12th	Fr.	Soph.	Jr.	Sr.	M.A.	Ph.D.
Classical Greek													
French				X	X	X	X	X	X	X	X	X	
German													
Hebrew													
Italian													
Latin													
Russian													
Spanish				X	X		X						
Other: Japanese								X	X				

SAMPLE

MARK THE GRID BELOW

On the similar diagram below, record your own language study history. First, if you have studied any language(s) other than English in school--at any time from 1st grade through a Ph.D.--which are not already listed on the rows of the diagram, write the name(s) of the language(s) in the space(s) marked "Other."

Next, place an "X" in the box for each grade in which you studied that language.

Note that if you studied more than one language at a given grade level (for example, both French and Spanish in the 9th grade), there will be more than one "X" in the vertical column corresponding to that grade level.

Grades in which language(s) was studied

LANGUAGES	1-6	7th	8th	9th	10th	11th	12th	Fr.	Soph.	Jr.	Sr.	M.A.	Ph.D.
Classical Greek													
French													
German													
Hebrew													
Italian													
Latin													
Russian													
Spanish													
Other:													

5. Have you ever studied a modern language other than English in the United States under any of the following circimstances? (Check all that apply)

____Ethnic/religious schools

____Commercial language schools (e.g., Berlitz, Alliance Française, Goethe House)

____Local adult school

____Military

____VISTA or similar domestic service

____Other government foreign language programs

____Intensive/immersion summer programs in the United States (e.g., Middlebury, Millersville)

____Courses leading to certification in an additional language

____Other courses outside a degree program

____Other; (specify)_____

6. If you studied French in high school, what grade, on the average, did you receive in your high school French course(s)? (If your high school did not use the letter system, please convert your system to letter terms.) (Check one)

1____I did not study French in high school

2____A to A-

3____B+ to B-

4____C+ to C-

5____Below C

7. Considering the courses in French that you took in high school, which of the following best describes-- on an overall basis--the kind of language study that you had in French. (Check one)

1___I did not study French in high school.

2___All in all, my high school courses in French concentrated more on grammar, reading, writing, and literature, than on listening and speaking.

3___My high school courses in French concentrated on grammar, reading, writing, and literature about equally with listening and speaking.

4___My high school courses in French concentrated more on listening and speaking than on grammar, reading, writing, and literature.

8. If you studied French as an undergraduate in college, what grade, on the average, did you receive in your college French course(s)? (Check one)

1___I did not study French in college

2___A to A-

3___B+ to B-

4___C+ to C-

5___Below C

9. Considering the courses in French that you took as an undergraduate in college, which of the following best describes--on an overall basis--the kind of language study that you had in French? (Check one)

1___I did not study French in college.

2___All in all, my college courses in French concentrated more on grammar, reading, writing, and literature than on listening and speaking.

3___My college courses in French concentrated on grammar, reading, writing, and literature about equally with listening and speaking.

4___My college courses in French concentrated more on listening and speaking than on grammar, reading, writing, and literature.

10. If you studied Spanish in high school, what grade, on the average, did you receive in your high school Spanish course(s)? (If your high school did not use the letter system, please convert your system to letter terms.) (Check one)

1____I did not study Spanish in high school

2____A to A-

3____B+ to B-

4____C+ to C-

5____Below C

11. Considering the courses in Spanish that you took in high school, which of the following best describes--on an overall basis--the kind of language study that you had in Spanish? (Check one)

1____I did not study Spanish in high school.

2____All in all, my high school courses in Spanish concentrated more on grammar, reading, writing, and literature than on listening and speaking.

3____My high school courses in Spanish concentrated on grammar, reading, writing, and literature about equally with listening and speaking.

4____My high school courses in Spanish concentrated more on listening and speaking than on grammar, reading, writing, and literature.

12. If you studied Spanish as an undergraduate in college, what grade, on the average, did you receive in your college Spanish course(s)? (Check one)

1____I did not study Spanish in college

2____A to A-

3____B+ to B-

4____C+ to C-

5____Below C

13. Considering the courses in Spanish that you took as an undergraduate in college, which of the following best describes--on an overall basis--the kind of language study that you had in Spanish? (Check one)

1____I did not study Spanish in college.

2____All in all, my college courses in Spanish concentrated more on grammar, reading, writing, and literature than on listening and speaking.

3____My college courses in Spanish concentrated on grammar, reading, writing, and literature about equally with listening and speaking.

4____My college courses in Spanish concentrated more on listening and speaking than on grammar, reading, writing, and literature.

14. Here is a list of 9 time periods (e.g. 1-2 months). Below the time periods is a list of places you may have visited or lived. For each geographic area listed below indicate the length of time you spent there by entering the number that precedes the appropriate time period on the line in front of the geographic area. For example, if you spent 1 year in France enter __7__ on the line in front of France. If you have visited an area more than once, please report the total amount of time spent across your visits.

(1) less than 24 hours
(2) less than 2 weeks
(3) 2 - 4 weeks
(4) 1 - 2 months
(5) 3 - 6 months
(6) 7 - 11 months
(7) 1 year but less than 2 years
(8) 2 years but less than 4 years
(9) 4 years or more

____Central America
____Cuba
____Dominican Republic
____France
____French-speaking Africa
____French-speaking Canada
____Guadeloupe
____Haiti
____Martinique
____Mexico
____Puerto Rico
____South America (except Brazil)
____Spain

____Other: specify country and time period

_____ country _____ time period code

_____ country _____ time period code

15. Have you ever participated as a student, teacher, or leader in an organized SUMMER-abroad foreign language program?

____YES Name of the country(ies):_____

____NO

16. If you have participated as a student, teacher, or leader in an organized SUMMER-abroad foreign language program did you live with people whose native language is NOT English?

____Did not participate in an organized SUMMER-abroad foreign language program.

____YES Name of language(s): _____

____NO

17. Have you ever participated as a student, teacher, or leader in an organized YEAR-abroad foreign language program?

____YES Name of the country(ies): _____

____NO

18. If you have participated as a student, teacher, or leader in an organized YEAR-abroad foreign language program did you live with people whose native language is NOT English?

____Did not participate in an organized YEAR-abroad foreign language program.

____YES Name of language(s): _____

____NO

19. Have you ever been abroad for more than one month with members of your own family?

____YES Name of the country(ies): _____

____NO

20. Have you ever been abroad on your own or with friends (but not with an organized tour program or with your family)?

____YES Name of the country(ies): _____

____NO

21. Have you ever been in the Peace Corps or other program involving similar kinds of service abroad?

____YES Name of the country(ies): _____

____NO

22. Have you ever spent time abroad in military service?

____YES Name of country(ies) and number of months in each

_____

_____

____NO

23. Which of the following best describes the extent to which you spoke a language other than English during your stay(s) outside the United States? (Check one)

1____I was never outside of the United States.

2____I spoke only in English.

3____I used a few words of the foreign language.

4____I spoke the foreign language occasionally in social situations (greeting people, ordering a meal in a restaurant, asking directions, etc.) but except for this, used English.

5____I used the foreign language quite consistently in study or work situations.

24. How many years have you been a teacher of foreign language(s)? (Check one)

1____1 to 5 years

2____6 to 10 years

3____11 or more years

25. In what grades do you teach foreign language(s)? (Check all that apply)

____1 to 6
____7th
____8th
____9th
____10th
____11th
____12th

26. What language(s) are you teaching this year? (Check all that apply)

____French
____Spanish
____English as a second language
____German
____Italian
____Other: specify _____

27. What additional language(s) have you taught in past years (i.e., languages not checked in question 26 above)? (Check all that apply)

____French
____Spanish
____English as a second language
____German
____Italian
____Other: specify _____

28. What additional language(s) other than those marked in questions 26 and 27 would you be able to teach in future years? (Check all that apply)

____French
____Spanish
____English as a second language
____German
____Italian
____Other: specify _____

If you DO NOT speak any FRENCH, please check here _____ and then skip to Question 32.

29. This question asks you to judge your own level of speaking ability in French. Please read each one of the six paragraphs below and decide which paragraph best describes your ability to speak and to understand spoken French. Please be as honest and as accurate as possible. Below paragraph 6, in the space provided, write the number preceding only the one paragraph that best describes your speaking ability in French. If you believe that your speaking ability in French is between levels, choose the lower level (e.g., the lower numbered paragraph).

    1. My speech in French is limited to a few words and I have great difficulty understanding French, even when it is spoken very slowly. I cannot really communicate any information in the language.

    2. I can ask and answer questions about very familiar subjects and can understand simple questions and statements if they are spoken slowly, and sometimes repeated. My vocabulary is limited to basic needs (food, asking directions, greeting people, and so forth). I make many grammatical mistakes but can usually be understood by French speakers who deal with foreigners. I can order food in a restaurant, get a room in a hotel, ask directions on the street, and introduce myself to people.

    3. I can talk with native speakers of French about myself and my family, my job, studies, or hobbies. I can recount a story and describe an event. I can understand most conversations in French except when the speech is very fast. My grammar is fairly good but I make mistakes with complicated constructions. If I do not know the word for a particular thought or object, I can usually describe it by using other, easier words.

    4. I can talk about professional topics with ease, and am able to state and support my opinions. I can understand almost everything spoken by native French users. My vocabulary is good enough so that I usually know most or all of the words for what I want to say. My grammar is good and any mistakes I make are usually with the more complicated constructions. My pronunciation is good but may not be completely native.

    5. I can talk fluently and accurately about almost any subject with which I am familiar, including professional, abstract, or controversial topics. I can always understand native French speakers, even when they are speaking quickly and using sophisticated or colloquial expressions. My vocabulary is very extensive, and I make only a very few grammatical errors. My pronunciation is very good but may not be completely native.

    6. My speech is exactly like that of an educated native speaker of French.

    Paragraph #_____ best describes my speaking ability in French.

30. Listed below are a number of "can do" statements about a person's speaking ability in French. Read each description carefully and indicate by placing a check in one of the four columns, whether you would be able--at the present time--to carry out this task "quite easily," "with some difficulty," "with great difficulty," or "not at all." Assume in each case that you have the necessary facts. Base your response on whether you can perform the linguistic task indicated.

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
A. Say the days of the week	____	____	____	____
B. Count to 10	____	____	____	____
C. Give the current date including the month, day, and year	____	____	____	____
D. Order a meal in a restaurant	____	____	____	____
E. Ask directions on the street	____	____	____	____
F. Buy clothes in a department store	____	____	____	____
G. Tell a cab driver how to get to an address	____	____	____	____
H. Introduce myself in social situations and use appropriate greetings and leave-taking expressions	____	____	____	____
I. Give simple, biographical information about myself (place of birth, composition of family, early schooling, etc.)	____	____	____	____
J. Talk about my favorite hobby at some length, using appropriate vocabulary	____	____	____	____
K. Give directions to someone driving from the center of town to my home	____	____	____	____
L. Describe everything I did yesterday	____	____	____	____
M. Describe my academic training	____	____	____	____

		1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at all
N.	Describe my present job, studies, or other major life activities accurately and in detail	____	____	____	____
O.	Describe my daily activities during a summer vacation or a trip abroad	____	____	____	____
P.	Tell what I plan to be doing 5 years from now, using appropriate future tenses	____	____	____	____
Q.	Explain what an overhead projector is and how it is used in the classroom	____	____	____	____
R.	Describe the U. S. educational system in some detail	____	____	____	____
S.	Describe the role played by Congress in the U. S. government system	____	____	____	____
T.	Argue your case with the principal for having a student suspended from school	____	____	____	____
U.	Give a prepared half-hour formal presentation on a professional topic of interest (e.g., individualized instruction, teaching multi-level classes, organizing a Foreign Language Week program). You may use notes but may not read from a prepared text.	____	____	____	____
V.	State and support with examples and reasons, a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution)	____	____	____	____
W.	Conduct a delicate negotiation in an appropriate area (e.g., shortening a relative's visit at your home without giving offense; give constructive criticism to a student teacher after observing a disastrous class)	____	____	____	____

31. Regardless of how well you currently speak French, please answer each of the following (A-K) in terms of your present level of listening comprehension in French. Place a check in the column that best describes your level of listening comprehension of each of the following:

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
A. Understand very simple statements or questions in the language ("Hello," "How are you?" "What is your name?" "Where do you live?" etc.)	___	___	___	___
B. In face-to-face conversation, understand a native speaker who is speaking slowly and carefully, (i.e., deliberately adapting his or her speech to suit me)	___	___	___	___
C. In face-to-face conversation with a native speaker who is speaking slowly and carefully to me, tell whether the speaker is referring to past, present, or future events	___	___	___	___
D. In face-to-face conversation, understand native speakers who are speaking to me as quickly as they would to another native speaker	___	___	___	___
E. On the telephone, understand a native speaker who is speaking to me slowly, and carefully, (i.e., deliberately adapting his or her speech to suit me)	___	___	___	___
F. On the telephone, understand a native speaker who is talking as quickly and as colloquially as he or she would to a native speaker of the language	___	___	___	___
G. Understand two native speakers when they are talking rapidly with one another	___	___	___	___
H. Understand movies without subtitles	___	___	___	___
I. Understand news broadcasts on the radio	___	___	___	___

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
J. Understand train departure announcements and similar kinds of "public address system" announcements	____	____	____	____
K. Understand the words of popular songs on the radio	____	____	____	____

If you DO NOT speak any Spanish, please check here ____ and then skip to Question 35.

32. This question asks you to judge your own level of speaking ability in Spanish. Please read each one of the six paragraphs below and decide which paragraph best describes your ability to speak and to understand spoken Spanish. Please be as honest and as accurate as possible. Below paragraph 6, in the space provided, write the number preceding only the one paragraph that best describes your speaking ability in Spanish. If you believe that your speaking ability in Spanish is between levels, choose the lower level (e.g., the lower numbered paragraph).

    1. My speech in Spanish is limited to a few words and I have great difficulty understanding Spanish, even when it is spoken very slowly. I cannot really communicate any information in the language.

    2. I can ask and answer questions about very familiar subjects and can understand simple questions and statements if they are spoken slowly, and sometimes repeated. My vocabulary is limited to basic needs (food, asking directions, greeting people, and so forth). I make many grammatical mistakes but can usually be understood by Spanish-speakers who deal with foreigners. I can order food in a restaurant, get a room in a hotel, ask directions on the street, and introduce myself to people.

    3. I can talk with native speakers of Spanish about myself and my family, my job, studies, or hobbies. I can recount a story and describe an event. I can understand most conversations in Spanish except when the speech is very fast. My grammar is fairly good but I make mistakes with complicated constructions. If I do not know the word for a particular thought or object, I can usually describe it by using other, easier words.

    4. I can talk about professional topics with ease, and am able to state and support my opinions. I can understand almost everything spoken by native Spanish users. My vocabulary is good enough so that I usually know most or all of the words for what I want to say. My grammar is good and any mistakes I make are usually with the more complicated constructions. My pronunciation is good but may not be completely native.

    5. I can talk fluently and accurately about almost any subject with which I am familiar, including professional, abstract, or controversial topics. I can always understand native Spanish speakers, even when they are speaking quickly and using sophisticated or colloquial expressions. My vocabulary is very extensive, and I make only a very few grammatical errors. My pronunciation is very good but may not be completely native.

    6. My speech is exactly like that of an educated native speaker of Spanish.

    Paragraph #_____ best describes my speaking ability in Spanish.

33. Listed below are a number of "can do" statements about a person's speaking ability in Spanish. Read each description carefully and indicate by placing a check in one of the four columns, whether you would be able--at the present time--to carry out this task "quite easily," "with some difficulty," "with great difficulty," or "not at all." Assume in each case that you have the necessary facts. Base your response on whether you can perform the linguistic task indicated.

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
A. Say the days of the week	____	____	____	____
B. Count to 10	____	____	____	____
C. Give the current date including the month, day, and year	____	____	____	____
D. Order a meal in a restaurant	____	____	____	____
E. Ask directions on the street	____	____	____	____
F. Buy clothes in a department store	____	____	____	____
G. Tell a cab driver how to get to an address	____	____	____	____
H. Introduce myself in social situations and use appropriate greetings and leave-taking expressions	____	____	____	____
I. Give simple, biographical information about myself (place of birth, composition of family, early schooling, etc.)	____	____	____	____
J. Talk about my favorite hobby at some length, using appropriate vocabulary	____	____	____	____
K. Give directions to someone driving from the center of town to my home	____	____	____	____
L. Describe everything I did yesterday	____	____	____	____
M. Describe my academic training	____	____	____	____
N. Describe my present job, studies, or other major life activities accurately and in detail	____	____	____	____

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
O. Describe my daily activities during a summer vacation or trip abroad	____	____	____	____
P. Tell what I plan to be doing 5 years from now, using appropriate future tenses	____	____	____	____
Q. Explain what an overhead projector is and how it is used in the classroom	____	____	____	____
R. Describe the U. S. educational system in some detail	____	____	____	____
S. Describe the role played by Congress in the U. S. government system	____	____	____	____
T. Argue your case with the principal for having a student suspended from school	____	____	____	____
U. Give a prepared half-hour formal presentation on a professional topic of interest (e.g., individualized instruction, teaching multi-level classes, organizing a Foreign Language Week program). You may use notes but may not read from a prepared text.	____	____	____	____
V. State and support with examples and reasons, a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution)	____	____	____	____
W. Conduct a delicate negotiation in an appropriate area (e.g., shortening a relative's visit at your home without giving offense; give constructive criticism to a student teacher after observing a disastrous class)	____	____	____	____

34. Regardless of how well you currently speak Spanish, please answer each of the following (A-K) in terms of your present level of listening comprehension in Spanish. Place a check in the column that best describes your level of listening comprehension of each of the following:

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
A. Understand very simple statements or questions in the language ("Hello," "How are you?" "What is your name?" "Where do you live?" etc.)	___	___	___	___
B. In face-to-face conversation, understand a native speaker who is speaking slowly, and carefully, (i.e., deliberately adapting his or her speech to suit me)	___	___	___	___
C. In face-to-face conversation with a native speaker who is speaking slowly and carefully to me, tell whether the speaker is referring to past, present, or future events	___	___	___	___
D. In face-to-face conversation, understand native speakers who are speaking to me as quickly as they would to another native speaker	___	___	___	___
E. On the telephone, understand a native speaker who is speaking to me slowly and carefully, (i.e., deliberately adapting his or her speech to suit me)	___	___	___	___
F. On the telephone, understand a native speaker who is talking as quickly and as colloquially as he or she would to a native speaker of the language	___	___	___	___
G. Understand two native speakers when they are talking rapidly with one another	___	___	___	___
H. Understand movies without subtitles	___	___	___	___
I. Understand news broadcasts on the radio	___	___	___	___

	1 Quite Easily	2 With Some Difficulty	3 With Great Difficulty	4 Not at All
J. Understand train departure announcements and similar kinds of "public address system" announcements	____	____	____	____
K. Understand the words of popular songs on the radio	____	____	____	____

35. Have you ever had a job, other than teaching, in which you relied on your knowledge of a foreign language? (e.g., bilingual secretary, professional interpreter, translator)

____YES

____NO specify _____

36. Have you ever had, or do you currently have, a close friend(s) whose native language was/is not English?

____YES Language(s) of close friend(s)_____, _____, _____.

____NO

37. Do you currently have the opportunity to speak a language(s) other than English outside the classroom?

____YES Language(s) _____

____NO

38. Besides your students, with whom do you speak in a language(s) other than English? (Check all that apply)

____No one

____Spouse

____Friend(s)

____Relative(s)

____Other: Specify _____

39. Do you ever speak a language(s) other than English in your home?

____YES Language(s) _____

____NO

40. What language do you typically speak in your home? (Check one)

1____English

2____French

3____Spanish

4____Other: Specify_____

41. In your school studies, how enjoyable did you find your foreign language classes by comparison to your other academic subjects? (Check one)

1____I enjoyed the foreign language classes more than the classes in other subjects.

2____I enjoyed the foreign language classes about as much as the classes in other subjects.

3____I enjoyed the foreign language classes less than the classes in other subjects.

42. How important do you consider it to be for U.S. citizens to learn foreign languages? (Check one)

1____Very important

2____Somewhat important

3____Somewhat unimportant

4____Unimportant

43. If you had to stay for an extended period of time in another country whose language you did not know at all, would you make an effort to learn that language even though you could get along in that country by using English? (Check one)

1____Definitely

2____Probably

3____Possibly

4____Probably not

5____Definitely not

44. If you had the opportunity to study another foreign language in the future, how would you react to this opportunity? (Check one)

1____I would definitely take the opportunity

2____I don't know whether I would take the opportunity

3____I would not take the opportunity

45. If you had the opportunity to continue the study of a foreign language you have already studied, how would you react to this opportunity? (Check one)

1____I would definitely take the opportunity

2____I don't know whether I would take the opportunity

3____I would not take the opportunity

Below are a number of statements with which some foreign language teachers agree and others disagree. Please indicate your own opinion about each statement by placing a check in the column that best indicates the extent to which you agree or disagree with each statement.

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
46. I enjoy teaching a foreign language	___	___	___	___	___
47. I most enjoy teaching oral communication skills (listening and speaking)	___	___	___	___	___
48. I most enjoy teaching reading and writing.	___	___	___	___	___
49. I most enjoy teaching about the culture of the country(ies) whose language(s) I teach.	___	___	___	___	___
50. I most enjoy teaching foreign language literature.	___	___	___	___	___
51. I most enjoy teaching grammar.	___	___	___	___	___
52. I prefer teaching beginning level courses.	___	___	___	___	___
53. I prefer teaching intermediate level courses.	___	___	___	___	___

		1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
54.	I prefer teaching advanced level courses.	___	___	___	___	___
55.	I prefer to teach in the foreign language.	___	___	___	___	___
56.	I adhere closely to the basic text.	___	___	___	___	___
57.	I often give written assignments for students to work on during class.	___	___	___	___	___
58.	I prefer to allow students to work independently during class.	___	___	___	___	___
59.	Most of my students appreciate the importance of learning a foreign language.	___	___	___	___	___
60.	Foreign languages are so important to general education that all students should be required to study one for a specified minimum length of time in grades 7-12.	___	___	___	___	___
61.	All people should know at least two languages.	___	___	___	___	___
62.	It is impossible to become fluent in a foreign language by studying it only in grades 7-12.	___	___	___	___	___
63.	I enjoy meeting people who speak other languages.	___	___	___	___	___
64.	I enjoy learning languages.	___	___	___	___	___
65.	I would like to speak other languages "like a native."	___	___	___	___	___
66.	Knowing a foreign language enables me to understand and appreciate better the art and literature of another country.	___	___	___	___	___

Appendix D

Information letter to interviewers forwarding a copy of Instructions for Choosing Teacher/Subjects, December 22, 1982

EDUCATIONAL TESTING SERVICE

PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

December 22, 1982

Thank you for agreeing to participate in the field test of the Self-assessment of Oral Language Proficiency research project that is supported by the International Studies Division of the U.S. Department of Education. Judith Liskin-Gasparro has told me that you have agreed to conduct audiotaped Language Proficiency Interviews and to administer questionnaires to 11 high school teachers of French and/or Spanish. Dr. Thomas Hilton, project director, Judy, and I are very pleased that you are able to make such an important contribution to this research effort. For your assistance we will pay you a $100.00 honorarium and will provide you with a written commentary on your elicitation technique in the 11 interviews.

As Judy explained during a recent telephone conversation, we need to have you conduct the taped interviews and administer the questionnaires between mid-January and mid-February, 1983. To be more specific, I am planning to mail the questionnaires and associated forms (i.e., honorarium forms and release forms for the teacher/subjects and for you) during the week of January 10, 1983. I will have to receive the completed questionnaires and interview tapes no later than February 15, 1983.

Since the time period is relatively short, we thought you might want to begin contacting prospective teacher/subjects before you receive the materials. Attached to this letter are instructions for choosing your 11 teachers. If you have any questions about selecting the teachers, please feel free to call us. Our names and telephone numbers are shown at the end of this letter. Each teacher/subject will be paid a $25.00 honorarium and will receive

an official oral proficiency rating for participating in the research project. Those honoraria will be paid by Educational Testing Service directly to the teachers after I receive the questionnaires and interview tapes from you.

Since we are assessing the oral proficiency of professional adults, the interviews will be rated using the full ILR scale (Levels 0-5). In preparing for your interviews, therefore, you will need to plan to probe beyond Level 3 if necessary. If you would like to consult with Judy about question types and topics for the higher levels, please feel free to call her.

I will assume that you can supply the tapes and the tape recording equipment. I will reimburse you for the cost of the tapes and for telephone charges you may incur on behalf of this project. You will have to submit receipts for these expenses. I will supply you with mailing envelopes in which to return the tapes and questionnaires to me.

Have a happy holiday season.

Respectfully,

Roberta G. Kline
Senior Research Assistant

RGK:is
Enclosure: Instructions for
Choosing Teacher/Subjects

Thomas L. Hilton 609-734-5784
Roberta G. Kline 609-734-5782
Judith Liskin-Gasparro 609-734-1487

Instructions for Choosing Teacher/Subjects

In selecting the high school teachers for the study please attempt to secure a range of teachers in respect to:

(1) level of courses taught (e.g., some who teach primarily levels 1 and 2 and some who teach primarily levels 3, 4, and 5)

(2) length of teaching experience (e.g., some relatively new teachers--1 to 5 years--and some relatively experienced teachers--6 or more years)

(3) number of languages taught (e.g., some who teach only French or only Spanish and some who may teach more than one language)

(4) affluence of school in which they teach (as reflected by income level of typical families in school sending area)

In addition there are criteria which will vary for each interviewer. I have checked below the ones that you should fulfill in choosing your teacher/subjects.

(5) School location:

_____ Urban/inner city

_____ Small/medium city

_____ Suburban

_____ Small town/rural

(6) Teacher's best language:

_____ Native speaker of language of interview

_____ Non-native speaker of language of interview

Appendix E

Second mailing to interviewers forwarding required forms, suggestions, etc., January 11, 1983

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
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DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

January 11, 1983

Enclosed please find the Self-Assessment of Oral Language Proficiency Survey questionnaires to be completed by the 11 teacher/subjects you recruit to participate in the field study. I have enclosed a few extra copies of the questionnaire, one of which you may use for your own reference.

Also enclosed are Respondent (teacher/subject) Release and Payment Forms. Each teacher/subject must complete and sign one form in order that I can process each $25.00 payment. You will also find a Release and Payment Form for you--the Interviewer Release and Payment Form. Please complete this one yourself so I can process your $100.00 payment.

Attached to this letter are Instructions for the Questionnaire and Interview Sessions. Please adhere to these instructions so that continuity across subjects and interviewers is maintained. You will also find Suggestions for Successful Recorded Interviews enclosed in this package.

Under separate cover you will receive materials with which to return the completed questionnaires, the audiotapes containing the interviews and the completed release forms. The return envelopes will be preaddressed and will not require postage.

If you have any questions, please call collect at (609) 921-9000 extension 5782. Please remember that I have to receive the completed questionnaires, interview tapes and forms no later than February 15, 1983.

Respectfully,

Roberta G. Kline
Senior Research Assistant

Enclosures:

Survey questionnaires (14)
Respondent (teacher/subject)
Release and Payment Form (14)
Interviewer Release and Payment Form (1)
Instructions for the Questionnaire and
Interview Sessions (1)
Suggestions for Successful Recorded
Interviews (1)

Appendix F

Respondent (Teacher/Subject) Release and Payment Form

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
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DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

RESPONDENT (TEACHER/SUBJECT) RELEASE AND PAYMENT FORM

I hereby authorize Educational Testing Service (ETS) to administer to me a Language Proficiency Interview in _____ (Language) and to record my voice and performance on audiotape. I understand that ETS plans to score the resulting audiotape for the Self-assessment of Oral Language Proficiency research project. This research project is supported by the International Studies Division of the U.S. Department of Education. I understand that I will not be identified on the tape or in project reports to anyone other than the research project staff. I understand that ETS may use the resulting audiotape for purposes of Language Proficiency Interview Training.

As full and complete compensation for my services rendered hereunder, ETS will pay me by check $25.00 and will provide me with an official Language Proficiency Interview rating for one language and one interview at no cost to me. I am aware that it may take as long as one month to process my payment of $25.00.

Date _____

Name _____ (please print)

Social Security Number _____

Address _____ (please print)

_____

_____

Telephone _____

Signature _____

Appendix G

Interviewer Release and Payment Form

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
•
DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

INTERVIEWER RELEASE AND PAYMENT FORM

I hereby release to Educational Testing Service all rights with respect to the 11 audiotaped interviews conducted by me in conjunction with the Self-assessment of Oral Language Proficiency research project that is supported by the International Studies Division of the U.S. Department of Education. I understand that I will receive a written commentary on my elicitation technique in the 11 interviews.

I also understand that I will receive $100.00 for my services as an interviewer.

Date _____

Name _____
(please print)

Social Security Number _____

Address _____
(please print)

_____

_____

Telephone _____

Signature _____

Appendix H

Instructions for the Questionnaire and Interview Sessions

Instructions for the Questionnaire and Interview Sessions

1. First: Have each respondent (teacher/subject) complete the Respondent (teacher/subject) Release and Payment Form. The form must be completed in order that an honorarium payment can be made and to ensure that each respondent receives an official Oral Proficiency Rating.

2. Second: Have each respondent complete the Self-assessment of Oral Language Proficiency Survey questionnaire. Please be sure the respondent prints his/her name and the name of his/her school on the questionnaire cover sheet. The questionnaire was designed to be self-explanatory. Please provide the respondent with a suitable situation in which to complete a questionnaire. The questionnaire is <u>not</u> a timed instrument, however, our pilot study results indicate that it should not take more than 45 minutes to complete and in many cases will probably take only about 30 minutes. Please let me know if the questionnaire turns out not to be self-explanatory.

3. Third: Conduct your audiotaped Language Proficiency Interview. (Enclosed are <u>Suggestions for Successful Recorded Interviews</u> to which you may wish to refer.) Please record only one interview on each side of each tape. Be sure to identify each interview by placing the name of the teacher/subject and the name of the school in which the teacher/subject teaches on the appropriate side of the tape. Please also indicate your name on the tape.

Instructions for the Questionnaire and Interview Sessions (continued)

4. Fourth: When you have completed all 11 questionnaire/interview sessions please return the completed questionnaires, tapes and forms to me by using the postage paid mailers I've provided. Be sure to complete your Interviewer Release and Payment Form and return it with those of the teachers. I suggest you return the completed questionnaires (11), the Respondent (teacher/subject) Release and Payment Forms (11) and your Interviewer Release and Payment Form (1) together in one return mailer. Also, please enclose your receipts for tapes and telephone charges incurred on behalf of this project in this mailer. Return the tapes in one or two separate mailers as necessary.

Roberta G. Kline
609-921-9000
Extension 5782

January, 1983

Appendix I

Suggestions for Successful Recorded Interviews

SUGGESTIONS FOR SUCCESSFUL RECORDED INTERVIEWS

In testing situations in which the interview is to be recorded for rating at a future time or for record-keeping purposes, it is of utmost importance that the recording be as clear and audible as possible. The following suggestions are offered as aids in producing technically successful recordings.

1. The first, and most important, suggestion is to check your equipment and procedures before beginning to record the test. In this way, if there are difficulties with microphone placement, volume, static, etc., the problem will be detected before the interview begins.

2. Testing Room. It is often difficult to find a completely quiet and isolated interviewing room. However, it is important to minimize as much as possible any adjacent noises such as talking in the hall, radios, heavy traffic, or other activities nearby, as well as interruptions within the room itself, such as ringing telephones, other people coming into the room, etc. It is of course impossible to completely eliminate problems of this type, but it is important, both for the quality of the tape recording and to put and keep the interviewee at ease, to avoid noise and other distractions in the course of the interview.

3. Noise generated by interviewer and/or examinee. It is a good idea to check for possible noise problems in the immediate vicinity of the interview. These could include such things as a squeaky chair (either the examinee's or the tester's); nervous gestures by the candidate such as tapping fingers on the table, playing with the microphone cord (which

makes a noise on the tape); and jangling bracelets or other noisy jewelry (which should be removed during the interview). Other suggestions are: a) if you use a microphone, keep the tape recorder as far as (conveniently) possible from the microphone so it does not pick up mechanical noise from the recorder; b) keep the cassette lid on the recorder closed during the interview; and c) place some sort of soft material under the recorder, which will cut down recorder noise considerably.

4. Decision about use of microphones. An important decision that each tester will have to make is how to amplify the candidate's voice. Most cassette recorders have built-in condenser microphones. These generally are not as effective as lapel microphones, which are attached to the jacket lapel or shirt front of both the examinee and the tester and are attached to the recorder by means of a Y-connector. The tape recorder can also be connected to a microphone that rests on a table near the examinee.

Each tester should try out all of the alternatives at his or her disposal before making a decision. The quality of the tape is of crucial importance, since an inaudible recording will mean that the examinee will have to be re-interviewed. This is costly in terms of time and may also cause undue stress for the examinee. If you decide to use the lapel microphones, the following suggestions will be helpful:

a) The battery inside each microphone should be checked periodically by recording a small portion of conversation and making sure that the recorded volume and sound quality are acceptable. The batteries should be replaced whenever the volume starts to drop off or the sound becomes somewhat unnatural. Always remove batteries from the microphones after

use, since the batteries are always "on" whenever they are in the microphones. If the batteries are removed, the microphone barrel can be left unscrewed as a reminder.

b) Microphone placement is quite important. About six inches below the chin is a good distance except for the very loudest and "boomiest" candidates (of which there are usually very few), in which case the distance can be increased by an inch or two. For most situations, a rather close (six-inch) placement is best, and the microphone should hang vertically rather than off to one side. If the microphone cannot be clipped to a tie or shirt front, it may be hung around the neck using the nylon cord provided.

Appendix J

Third mailing to interviewers forwarding situation cards and information on an additional request, January 12, 1983

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
DIVISION OF EDUCATIONAL
RESEARCH AND EVALUATION

January 12, 1983

Several requests for help with situations at Level 3 and above prompted us to duplicate the enclosed situation cards for your use in the Self-Assessment of Oral Language Proficiency research project. The yellow cards are mostly "unfamiliar situations" for use at Level 3 to see whether candidates can maintain fluency and accuracy in situations in which they lack precise vocabulary. The gray cards are for use at Level 4 to check on tailoring language to suit the audience and knowledge of precise vocabulary.

If you have any questions or would like some additional assistance, please feel free to call Judy Liskin-Gasparro (collect) at (609) 921-9000, extension 1487. Judy also asked me to suggest that you refer to the manual for question types and test formats appropriate to the higher levels.

Also enclosed with this letter is an Additional Request in which I ask for your assistance in gathering information about the location of the schools in which your teacher/subjects teach.

Sincerely yours,

Roberta G. Kline
Senior Research Assistant

RGK:fl

Enclosures:

Yellow and gray cards
Additional Request

Additional Request

I inadvertently did not include a question in the Self-Assessment of Oral Language Proficiency Survey questionnaire to gather data about the location of the school in which each teacher/subject teaches. I am therefore asking you to provide this information.

On the front sheet of the survey questionnaire all teacher/subjects are asked to report their name and the name of their school. Next, I would appreciate your reporting the type of location of the school by means of the following categories:

1) Urban or inner city

2) Small or medium city

3) Suburban

4) Small town or rural

We will need this information to describe fully the field study sample in reports. Please feel free to consult with the teacher/subject in choosing the category. Thank you.

Roberta G. Kline

Senior Research Assistant

(609) 921-9000

extension 5782

Appendix K

Tape Rating Log

TAPE RATING LOG

Interviewer _____

Tape	Date Out	To (Rater)	1st Rating	Date Rec'd	Date Out	To (Rater)	2nd Rating	Date Rec'd	Date Out	To (Rater)	3rd Rating	Date Rec'd	Final Rating
__01													
__02													
__03													
__04													
__05													
__06													
__07													
__08													
__09													
__10													
__11													

Appendix L

Interview Rating Form

Self-assessment of Oral Language Proficiency Project

Interview Rating Form

Tape ID # ___ ___ ___ ___ Language of Interview (circle one): French Spanish

Rating _____

Rater _____
(Name)

Report on elicitation technique to interviewer: Tape ID # ___ ___ ___ ___

(Please print or write clearly.)

Appendix M

Master Interview Rating Form

Self-assessment of Oral Language Proficiency Project

Master Interview Rating Form

Interview ID # ___ ___ ___ ___ Language of Interview (circle one): French

Master Rating _____ Spanish

Master Rater _____
(Name)

Explanation of Master Rating: Interview ID # ___ ___ ___ ___
(Please print or write clearly)

Appendix N

Certificate of Oral Language Proficiency

Educational Testing Service

SELF-ASSESSMENT OF ORAL LANGUAGE PROFICIENCY RESEARCH PROJECT

Certificate of Oral Language Proficiency

This is to certify that

_____

received a rating of

in _____ on _____

_____
Thomas L. Hilton
Project Director

_____
Judith E. Liskin-Gasparro
Coordinator
Language Proficiency Programs

Appendix O

Revised questionnaires, National Language Teachers' Survey, 1984
(one for Spanish teachers and one for French teachers)

NATIONAL
LANGUAGE TEACHERS' SURVEY
1984

A study of the background, education, and foreign language experiences of French and Spanish teachers throughout the United States

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J.

1. Please indicate your sex.

____(1) Male

____(2) Female

2. What is the official language of the place where you were born? (Not necessarily your native language)

____(1) English

____(2) Spanish

____(3) Other

3. If you were NOT born in the United States, what was your age when you came to live permanently in this country?

(age in years)

4. Please indicate your native language.

____(1) English

____(2) Spanish

____(3) Other language

5. Please indicate your mother's native language.

____(1) English

____(2) Spanish

____(3) Other language

6. Please indicate your father's native language.

____(1) English

____(2) Spanish

____(3) Other language

This questionnaire is confidential and will be used only for research purposes.

7. How many semesters (or equivalent) did you study Spanish language or literature?

(semesters)

8. Including this year, how many years have you taught Spanish?

(years)

9. In what grades have you taught Spanish within the past 5 years? (Check all that apply)

____(1) Grades 1 to 6

____(2) Grades 7 to 9

____(3) Grades 10 to 12

____(4) College level

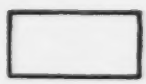
10. Have you ever been abroad for more than one month under the following conditions?

a. With friends: ____yes ____no

b. With family: ____yes ____no

c. On your own: ____yes ____no

11. Altogether, how many MONTHS have you spent in Spanish-speaking countries? Please try to be as accurate as possible, adding together all of your visits or periods of residence.



(months)

This questionnaire is confidential and will be used only for research purposes.

12. Which of the following statements best describes the extent to which you spoke Spanish during your stay(s) in Spanish-speaking countries.

____(1) I was never in a Spanish-speaking country.

____(2) I spoke only English.

____(3) I used a few words of Spanish.

____(4) I spoke Spanish occasionally in social situations (greeting people, ordering a meal, asking directions, etc.) but otherwise used English.

____(5) I spoke Spanish consistently in social situations, but not in situations requiring complicated, abstract, or specialized language usage.

____(6) I spoke Spanish consistently in all situations, including work and study.

13. How frequently do you speak Spanish in your home?

____(1) Never

____(2) Rarely, or only a few words

____(3) Occasionally

____(4) About half the time

____(5) More than half the time

14. Which statement best describes your use of Spanish with friends or acquaintances?

____(1) I never speak Spanish with friends or acquaintances.

____(2) I occasionally exchange a few words or short sentences in Spanish with friends or acquaintances.

____(3) I have occasional short conversations in Spanish with friends or acquaintances.

____(4) I speak Spanish regularly with one or more friends or acquaintances.

This questionnaire is confidential and will be used only for research purposes.

15. This question asks you to judge your own level of speaking ability in Spanish. Please read each one of the six paragraphs below and decide which paragraph best describes your ability to speak and to understand spoken Spanish. Check the space next to the number preceding the <u>one</u> paragraph that best describes your speaking ability in Spanish. Please be as honest and as accurate as possible. If you believe that your speaking ability in Spanish is between levels, choose the lower level (e.g., the lower numbered paragraph).

_____ (1) My speech in Spanish is very limited, and I have great difficulty understanding the spoken language, even when it is spoken slowly and clearly. I cannot really communicate much information in the language.

_____ (2) I can ask and answer questions about very familiar subjects and can understand simple questions and statements if they are spoken slowly, and sometimes repeated or paraphrased. My vocabulary is limited to basic needs (food, asking directions, greeting people, and so forth). I make many grammatical mistakes but can usually be understood by Spanish-speakers who are used to dealing with foreigners. I can order food in a restaurant, get a room in a hotel, introduce myself to people, ask directions on the street, and understand the reply, if it is not too complicated.

_____ (3) I can talk with native speakers of Spanish about myself and my family, my job, studies, or hobbies. I can narrate and describe with grammatical accuracy simple conversations about concrete topics. Though I may occasionally need help, I can handle limited work requirements. My grammar is fairly good but I make mistakes with complicated constructions. If I do not know the word for a particular thought or object, I can usually describe it by using other, easier words. My accent, though far from native, is understandable.

_____ (4) I can talk about professional topics with ease, and am able to state and support my opinions. I can understand almost everything spoken at a normal rate of speech by native Spanish speakers. My vocabulary is good enough so that I usually know most or all of the words for what I want to say. My control of grammar is good and any mistakes I make are usually with the more complicated constructions.

_____ (5) I can speak fluently and accurately about almost any subject with which I am familiar, including professional, abstract, or controversial topics. I can always understand native Spanish speakers, even when they are speaking quickly and using sophisticated or colloquial expressions. My vocabulary is very extensive and I make very few grammatical errors.

_____ (6) I have complete fluency in Spanish. My speech on all levels is fully accepted, in all of its features, by educated native speakers. This includes vocabular and idiom, colloquialisms, and cultural references.

This questionnaire is confidential and will be used only for research purposes.

16. Listed below are a number of "can do" statements about a person's speaking ability in Spanish. Read each description carefully and indicate by circling a number in one of the four columns, whether you would be able--at the present time--to carry out this task "quite easily," "with some difficulty," "with great difficulty," or "not at all." Assume in each case that you have the necessary facts. Base your response on whether you can perform the linguistic task indicated.

	Quite Easily	With Some Difficulty	With Great Difficulty	Not at All
A. Talk about my favorite hobby at some length, using appropriate vocabulary.	1	2	3	4
B. Tell what I plan to be doing 5 years from now, using appropriate future tenses.	1	2	3	4
C. Argue your case with the principal for having a student suspended from school.	1	2	3	4
D. Give a prepared half-hour formal presentation on a professional topic of interest (e.g., individualized instruction, teaching multi-level classes, organizing a Foreign Language Week program). You may use notes but may not read from a prepared text. . .	1	2	3	4
E. State and support with examples and reasons, a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution). . .	1	2	3	4

This questionnaire is confidential and will be used only for research purposes.

17. Regardless of how well you currently speak Spanish, please answer each of the following in terms of your present level of listening comprehension in Spanish. Circle the number that best describes your level of listening comprehension of each of the following:

	Quite Easily	With Some Difficulty	With Great Difficulty	Not at All
A. In face-to-face conversation, understand native speakers who are speaking to me as quickly as they would to another native speaker. . .	1	2	3	4
B. On the telephone, understand a native speaker who is talking as quickly and as colloquially as he or she would to a native speaker of the language.	1	2	3	4
C. Understand two native speakers when they are talking rapidly with one another.	1	2	3	4
D. Understand movies without subtitles.	1	2	3	4
E. Understand news broadcasts on the radio.	1	2	3	4

Thank you for completing the questionnaire. Please return it in the envelope provided, or mail it to:

Mrs. Christina Taylor
14-R
Educational Testing Service
Princeton, NJ 08541

This questionnaire is confidential and will be used only for research purposes.

NATIONAL
LANGUAGE TEACHERS' SURVEY
1984

A study of the background, education, and foreign language experiences of French and Spanish teachers throughout the United States

EDUCATIONAL TESTING SERVICE
PRINCETON, N.J.

1. Please indicate your sex.

____(1) Male

____(2) Female

2. What is the official language of the place where you were born? (Not necessarily your native language)

____(1) English

____(2) French

____(3) Other

3. If you were NOT born in the United States, what was your age when you came to live permanently in this country?

(age in years)

4. Please indicate your native language.

____(1) English

____(2) French

____(3) Other language

5. Please indicate your mother's native language.

____(1) English

____(2) French

____(3) Other language

6. Please indicate your father's native language.

____(1) English

____(2) French

____(3) Other language

This questionnaire is confidential and will be used only for research purposes.

7. How many semesters (or equivalent) did you study French language or literature?

(semesters)

8. Including this year, how many years have you taught French?

(years)

9. In what grades have you taught French within the past 5 years? (Check all that apply)

____(1) Grades 1 to 6

____(2) Grades 7 to 9

____(3) Grades 10 to 12

____(4) College level

10. Have you ever been abroad for more than one month under the following conditions?

a. With friends: ____yes ____no

b. With family: ____yes ____no

c. On your own: ____yes ____no

11. Altogether, how many MONTHS have you spent in French-speaking countries? Please try to be as accurate as possible, adding together all of your visits or periods of residence.

(months)

This questionnaire is confidential and will be used only for research purposes.

12. Which of the following statements best describes the extent to which you spoke French during your stay(s) in French-speaking countries.

____(1) I was never in a French-speaking country.

____(2) I spoke only in English.

____(3) I used a few words of French.

____(4) I spoke French occasionally in social situations (greeting people, ordering a meal, asking directions, etc.) but otherwise used English.

____(5) I spoke French consistently in social situations, but not in situations requiring complicated, abstract, or specialized language usage.

____(6) I spoke French consistently in all situations, including work and study.

13. How frequently do you speak French in your home?

____(1) Never

____(2) Rarely, or only a few words

____(3) Occasionally

____(4) About half the time

____(5) More than half the time

14. Which statement best describes your use of French with friends or acquaintances?

____(1) I never speak French with friends or acquaintances.

____(2) I occasionally exchange a few words or short sentences in French with friends or acquaintances.

____(3) I have occasional short conversations in French with friends or acquaintances.

____(4) I speak French regularly with one or more friends or acquaintances.

This questionnaire is confidential and will be used only for research purposes.

15. This question asks you to judge your own level of speaking ability in French. Please read each one of the six paragraphs below and decide which paragraph best describes your ability to speak and to understand spoken French. Check the space next to the number preceding the one paragraph that best describes your speaking ability in French. Please be as honest and as accurate as possible. If you believe that your speaking ability in French is between levels, choose the lower level (e.g., the lower numbered paragraph).

____ (1) My speech in French is very limited, and I have great difficulty understanding the spoken language, even when it is spoken slowly and clearly. I cannot really communicate much information in the language.

____ (2) I can ask and answer questions about very familiar subjects and can understand simple questions and statements if they are spoken slowly, and sometimes repeated or paraphrased. My vocabulary is limited to basic needs (food, asking directions, greeting people, and so forth). I make many grammatical mistakes but can usually be understood by French-speakers who are used to dealing with foreigners. I can order food in a restaurant, get a room in a hotel, introduce myself to people, ask directions on the street, and understand the reply, if it is not too complicated.

____ (3) I can talk with native speakers of French about myself and my family, my job, studies, or hobbies. I can narrate and describe with grammatical accuracy events in the past, present, and future. I can understand most simple conversations about concrete topics. Though I may occasionally need help, I can handle limited work requirements. My grammar is fairly good but I make mistakes with complicated constructions. If I do not know the word for a particular thought or object, I can usually describe it by using other, easier words. My accent, though far from native, is understandable.

____ (4) I can talk about professional topics with ease, and am able to state and support my opinions. I can understand almost everything spoken at a normal rate of speech by native French speakers. My vocabulary is good enough so that I usually know most or all of the words for what I want to say. My control of grammar is good and any mistakes I make are usually with the more complicated constructions.

____ (5) I can speak fluently and accurately about almost any subject with which I am familiar, including professional, abstract, or controversial topics. I can always understand native French speakers, even when they are speaking quickly and using sophisticated or colloquial expressions. My vocabulary is very extensive and I make very few grammatical errors.

____ (6) I have complete fluency in French. My speech on all levels is fully accepted, in all of its features, by educated native speakers. This includes vocabulary and idiom, colloquialisms, and cultural references.

This questionnaire is confidential and will be used only for research purposes.

16. Listed below are a number of "can do" statements about a person's speaking ability in French. Read each description carefully and indicate by circling a number in one of the four columns, whether you would be able--at the present time--to carry out this task "quite easily," "with some difficulty," "with great difficulty," or "not at all." Assume in each case that you have the necessary facts. Base your response on whether you can perform the linguistic task indicated.

	Quite Easily	With Some Difficulty	With Great Difficulty	Not at All
A. Talk about my favorite hobby at some length, using appropriate vocabulary.	1	2	3	4
B. Tell what I plan to be doing 5 years from now, using appropriate future tenses.	1	2	3	4
C. Argue your case with the principal for having a student suspended from school.	1	2	3	4
D. Give a prepared half-hour formal presentation on a professional topic of interest (e.g., individualized instruction, teaching multi-level classes, organizing a Foreign Language Week program). You may use notes but may not read from a prepared text. . .	1	2	3	4
E. State and support with examples and reasons, a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution). . .	1	2	3	4

This questionnaire is confidential and will be used only for research purposes.

17. Regardless of how well you currently speak French, please answer each of the following in terms of your present level of listening comprehension in French. Circle the number that best describes your level of listening comprehension of each of the following:

	Quite Easily	With Some Difficulty	With Great Difficulty	Not at All
A. In face-to-face conversation, understand native speakers who are speaking to me as quickly as they would to another native speaker. . .	1	2	3	4
B. On the telephone, understand a native speaker who is talking as quickly and as colloquially as he or she would to a native speaker of the language.	1	2	3	4
C. Understand two native speakers when they are talking rapidly with one another.	1	2	3	4
D. Understand movies without subtitles.	1	2	3	4
E. Understand news broadcasts on the radio.	1	2	3	4

Thank you for completing the questionnaire. Please return it in the envelope provided, or mail it to:

Mrs. Christina Taylor
14-R
Educational Testing Service
Princeton, NJ 08541

This questionnaire is confidential and will be used only for research purposes.

Appendix P

Initial cover letter to language teachers explaining the purpose of the study, forwarding questionnaire, etc., February 15, 1984

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC

DIVISION OF MEASUREMENT
RESEARCH AND SERVICES

February 15, 1984

Dear Language Teacher:

Under a grant from the U.S. Department of Education, Educational Testing Service is conducting a study that could be very important for foreign language instruction in this country. The purpose of the research is to determine the needs of language teachers and to specify the areas in which their teaching can be made even more effective. Thus, we have randomly selected 500 French teachers and 500 Spanish teachers and are asking you, as a member of this national sample, to complete the enclosed short questionnaire about your background, education, and oral proficiency in the language you teach.

Your responses will, of course, be held in the strictest confidence and will never be reported in any way that could associate the responses with any individual. A check for $5.00 is enclosed as a small token of our appreciation for your valued cooperation. A postage-paid envelope is provided also for returning your completed questionnaire. Should you have any questions or concerns about this study, please do not hesitate to call me collect (609-734-5784).

Since the sample is small, a high response rate is critical for the success of the research. We shall, therefore, be very grateful if you will complete the questionnaire and return it to us very soon.

Sincerely yours,

Thomas L. Hilton

Thomas L. Hilton
Project Director

Appendix Q

Postcard reminder to language teachers

Dear Language Teacher:

If you have not returned your National Language Teachers' Survey questionnaire, please complete it as soon as possible and return it in the envelope provided or mail it to:

Ms. Christina Taylor
14-R Educational Testing Service
Princeton, N.J. 08541

If you have already returned it, please ignore this reminder. Thank you for your participation.

Sincerely yours,

Thomas L. Hilton
Project Director

Appendix R

Revised cover letter to language teachers who had not responded to previous correspondence and forwarding another questionnaire, April 9, 1984

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
CABLE-EDUCTESTSVC
DIVISION OF MEASUREMENT
RESEARCH AND SERVICES

April 9, 1984

Dear Language Teacher:

In late February we sent you a questionnaire entitled National Language Teachers' Survey, 1984. As of today, we have not yet received your response.

Results of this study could have important implications for foreign language instruction in the United States. The survey is being conducted by Educational Testing Service, under a grant from the U.S. Department of Education. Its purpose is to determine the needs of language teachers and to specify the areas in which their teaching can be made even more effective. In order for the study to be successful, we need information from all of the teachers we have surveyed.

In the event that you misplaced the questionnaire, we have enclosed another copy along with a postage paid envelope. If you have lost the $5 check attached to the first questionnaire, let us know when you return this one. Your participation is an opportunity to provide information to the Department of Education--information that could affect federal funding and the future education of foreign language teachers.

If you have any questions or concerns about the study, please do not hesitate to call me collect (609-734-5784).

Thank you for your assistance.

Sincerely yours,

Thomas L. Hilton
Project Director

JG:is
Enclosures: Questionnaire
Postage paid envelope

Appendix S

Printout

Intercorrelations of Ratings and Personal Characteristics

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

INTERCORRELATIONS OF RATINGS AND PERSONAL CHARACTERISTICS

FRENCH TEACHERS

X VS. Y		RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N	RATING	436.	436.	435.	436.	434.	43.	435.	434.	432.	428.
AVG X		3.6078	3.6078	3.6069	3.6078	3.6037	4.6047	3.6138	3.5968	3.5926	3.5888
AVG Y		3.6078	3.2578	3.0190	0.2248	0.1221	17.8140	0.1310	0.2396	0.2269	13.2336
SIG X		1.0933	1.0933	1.0944	1.0933	1.0936	1.2177	1.0873	1.0836	1.0838	1.0860
SIG Y		1.0933	0.6655	0.7052	0.4179	0.4418	10.1119	0.4542	0.5627	0.5271	9.3564
RXY		1.0000	0.7597	0.8141	0.0424	0.3442	0.4444	0.4060	0.4354	0.4017	0.2637
N	S-SCALE	436.	441.	440.	441.	439.	43.	440.	439.	437.	433.
AVG X		3.2578	3.2621	3.2609	3.2621	3.2597	3.6047	3.2659	3.2588	3.2590	3.2550
AVG Y		3.6078	3.2621	3.0243	0.2222	0.1207	17.8140	0.1295	0.2392	0.2243	13.2079
SIG X		0.6655	0.6630	0.6632	0.6630	0.6635	0.5389	0.6590	0.6626	0.6648	0.6653
SIG Y		1.0933	0.6630	0.7038	0.4162	0.4395	10.1119	0.4518	0.5611	0.5247	9.3241
RXY		0.7597	1.0000	0.8215	-0.0337	0.2039	0.4676	0.2191	0.2470	0.2237	0.2724
N	L-SCALE	435.	440.	440.	440.	438.	43.	439.	438.	436.	432.
AVG X		3.0190	3.0243	3.0243	3.0243	3.0207	3.6651	3.0271	3.0198	3.0167	3.0150
AVG Y		3.6069	3.2609	3.0243	0.2227	0.1210	17.8140	0.1298	0.2397	0.2248	13.1829
SIG X		0.7052	0.7038	0.7038	0.7038	0.7033	0.6214	0.7022	0.7023	0.7024	0.7038
SIG Y		1.0944	0.6632	0.7038	0.4166	0.4400	10.1119	0.4523	0.5616	0.5252	9.3204
RXY		0.8141	0.8215	1.0000	-0.0263	0.3217	0.4597	0.3239	0.3917	0.3587	0.2502
N	SEX(M)	436.	441.	440.	441.	439.	43.	440.	439.	437.	433.
AVG X		0.2248	0.2222	0.2227	0.2222	0.2232	0.2558	0.2205	0.2210	0.2197	0.2240
AVG Y		3.6078	3.2621	3.0243	0.2222	0.1207	17.8140	0.1295	0.2392	0.2243	13.2079
SIG X		0.4179	0.4162	0.4166	0.4162	0.4169	0.4415	0.4150	0.4154	0.4145	0.4174
SIG Y		1.0933	0.6630	0.7038	0.4162	0.4395	10.1119	0.4518	0.5611	0.5247	9.3241
RXY		0.0424	-0.0337	-0.0263	1.0000	0.0644	-0.0638	0.0782	0.1254	0.1421	0.0392
N	2-PLACE	434.	439.	438.	439.	439.	41.	438.	437.	435.	432.
AVG X		0.1221	0.1207	0.1210	0.1207	0.1207	1.2439	0.1210	0.1190	0.1218	0.1134
AVG Y		3.6037	3.2597	3.0207	0.2232	0.1207	17.3659	0.1256	0.2357	0.2207	13.1412
SIG X		0.4418	0.4395	0.4400	0.4395	0.4395	0.7675	0.4400	0.4384	0.4414	0.4239
SIG Y		1.0936	0.6635	0.7033	0.4169	0.4395	10.1063	0.4490	0.5600	0.5232	9.2310
RXY		0.3442	0.2039	0.3217	0.0644	1.0000	0.0752	0.7802	0.5861	0.5817	0.0576
N	3-AGE	43.	43.	43.	43.	41.	43.	43.	42.	43.	39.
AVG X		17.8140	17.8140	17.8140	17.8140	17.3659	17.8140	17.8140	17.7857	17.8140	16.9487
AVG Y		4.6047	3.6047	3.6651	0.2558	1.2439	17.8140	1.0930	1.0952	1.0698	15.6923
SIG X		10.1119	10.1119	10.1119	10.1119	10.1063	10.1119	10.1119	10.2327	10.1119	10.1850
SIG Y		1.2177	0.5389	0.6214	0.4415	0.7675	10.1119	0.8111	0.7590	0.7366	10.1155
RXY		0.4444	0.4676	0.4597	-0.0638	0.0752	1.0000	0.2722	0.1911	0.2447	0.4226
N	4-N.LANG	435.	440.	439.	440.	438.	43.	440.	438.	436.	432.
AVG X		0.1310	0.1295	0.1298	0.1295	0.1256	1.0930	0.1295	0.1279	0.1307	0.1157
AVG Y		3.6138	3.2659	3.0271	0.2205	0.1210	17.8140	0.1295	0.2397	0.2248	13.2292
SIG X		0.4542	0.4518	0.4523	0.4518	0.4490	0.8111	0.4518	0.4509	0.4537	0.4360
SIG Y		1.0873	0.6590	0.7022	0.4150	0.4400	10.1119	0.4518	0.5616	0.5252	9.3243
RXY		0.4060	0.2191	0.3239	0.0782	0.7802	0.2722	1.0000	0.6920	0.6965	0.0722

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FRENCH TEACHERS

X VS. Y	RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N 5-M.LANG	434.	439.	438.	439.	437.	42.	438.	439.	436.	431.
AVG X	0.2396	0.2392	0.2397	0.2392	0.2357	1.0952	0.2397	0.2392	0.2362	0.2251
AVG Y	3.5968	3.2588	3.0198	0.2210	0.1190	17.7857	0.1279	0.2392	0.2225	13.1671
SIG X	0.5627	0.5611	0.5616	0.5611	0.5600	0.7590	0.5616	0.5611	0.5564	0.5438
SIG Y	1.0836	0.6626	0.7023	0.4154	0.4384	10.2327	0.4509	0.5611	0.5240	9.3224
RXY	0.4354	0.2470	0.3917	0.1254	0.5861	0.1911	0.6920	1.0000	0.8208	0.0311
N 6-F.LANG	432.	437.	436.	437.	435.	43.	436.	436.	437.	429.
AVG X	0.2269	0.2243	0.2248	0.2243	0.2207	1.0698	0.2248	0.2225	0.2243	0.2075
AVG Y	3.5926	3.2590	3.0167	0.2197	0.1218	17.8140	0.1307	0.2362	0.2243	13.1865
SIG X	0.5271	0.5247	0.5252	0.5247	0.5232	0.7366	0.5252	0.5240	0.5247	0.4989
SIG Y	1.0838	0.6648	0.7024	0.4145	0.4414	10.1119	0.4537	0.5564	0.5247	9.3375
RXY	0.4017	0.2237	0.3587	0.1421	0.5817	0.2447	0.6965	0.8208	1.0000	0.0524
N 7-SEMEST	428.	433.	432.	433.	432.	39.	432.	431.	429.	433.
AVG X	13.2336	13.2079	13.1829	13.2079	13.1412	15.6923	13.2292	13.1671	13.1865	13.2079
AVG Y	3.5888	3.2550	3.0150	0.2240	0.1134	16.9487	0.1157	0.2251	0.2075	13.2079
SIG X	9.3564	9.3241	9.3204	9.3241	9.2310	10.1155	9.3243	9.3224	9.3375	9.3241
SIG Y	1.0860	0.6653	0.7038	0.4174	0.4239	10.1850	0.4260	0.5438	0.4989	9.3241
RXY	0.2637	0.2724	0.2502	0.0392	0.0576	0.4226	0.0722	0.0311	0.0524	1.0000
N 8-TAUGHT	429.	434.	433.	434.	432.	43.	433.	432.	430.	427.
AVG X	12.6503	12.6382	12.6397	12.6382	12.6296	12.2558	12.6536	12.6296	12.6163	12.6393
AVG Y	3.5991	3.2604	3.0219	0.2212	0.1227	17.8140	0.1270	0.2384	0.2256	13.1241
SIG X	6.9167	6.8885	6.8964	6.8885	6.8964	6.5469	6.8890	6.9011	6.8778	6.8595
SIG Y	1.0948	0.6626	0.7065	0.4155	0.4428	10.1119	0.4462	0.5585	0.5269	9.2493
RXY	0.2832	0.3117	0.2678	0.1337	0.0073	0.1158	0.0897	0.2276	0.2027	0.1339
N 10-TRAVL	436.	441.	440.	441.	439.	43.	440.	439.	437.	433.
AVG X	1.1950	1.1973	1.1955	1.1973	1.1959	1.7907	1.1955	1.1891	1.1899	1.1963
AVG Y	3.6078	3.2621	3.0243	0.2222	0.1207	17.8140	0.1295	0.2392	0.2243	13.2079
SIG X	0.9924	0.9930	0.9934	0.9930	0.9945	1.0364	0.9934	0.9877	0.9876	0.9911
SIG Y	1.0933	0.6630	0.7038	0.4162	0.4395	10.1119	0.4518	0.5611	0.5247	9.3241
RXY	0.4584	0.3530	0.4363	0.0367	0.1652	0.2893	0.1769	0.2313	0.1920	0.1639
N 11-MUS	433.	438.	437.	438.	436.	43.	437.	436.	434.	430.
AVG X	17.0231	16.8721	16.9016	16.8721	16.0849	108.7209	16.9062	16.8096	16.8618	13.9093
AVG Y	3.6120	3.2662	3.0263	0.2215	0.1216	17.8140	0.1259	0.2362	0.2212	13.2070
SIG X	54.9111	54.6153	54.6744	54.6153	52.0161	142.5458	54.6732	54.7311	54.8511	44.6941
SIG Y	1.0874	0.6559	0.6979	0.4157	0.4409	10.1119	0.4443	0.5564	0.5193	9.3351
RXY	0.4000	0.2396	0.3278	-0.0176	0.6581	0.4853	0.6656	0.4565	0.4940	0.1662
N 12-SPOKE	415.	418.	417.	418.	416.	42.	417.	416.	414.	410.
AVG X	4.7181	4.7225	4.7218	4.7225	4.7212	5.3333	4.7266	4.7163	4.7101	4.7098
AVG Y	3.6361	3.2679	3.0309	0.2249	0.1178	17.8571	0.1319	0.2380	0.2271	13.2659
SIG X	1.5323	1.5282	1.5299	1.5282	1.5317	1.0745	1.5277	1.5293	1.5303	1.5372
SIG Y	1.1012	0.6663	0.7071	0.4180	0.4314	10.2304	0.4540	0.5585	0.5269	9.4855
RXY	0.5618	0.5631	0.5903	0.0867	0.1483	0.5325	0.1838	0.2231	0.1869	0.2838

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH TEACHERS

X VS. Y	RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N 13-HOME	436.	439.	438.	439.	437.	43.	438.	437.	435.	431.
AVG X	2.2615	2.2642	2.2626	2.2642	2.2609	2.8372	2.2648	2.2609	2.2598	2.2529
AVG Y	3.6078	3.2606	3.0221	0.2232	0.1213	17.8140	0.1301	0.2380	0.2253	13.2274
SIG X	0.8444	0.8431	0.8433	0.8431	0.8436	0.8710	0.8440	0.8436	0.8419	0.8204
SIG Y	1.0933	0.6641	0.7039	0.4169	0.4404	10.1119	0.4528	0.5611	0.5257	9.3351
RXY	0.4052	0.3730	0.4148	0.0851	0.2418	0.3182	0.2749	0.2756	0.2215	0.0845
N 14-FRNDS	433.	436.	435.	436.	434.	43.	435.	434.	432.	428.
AVG X	2.5427	2.5459	2.5471	2.5459	2.5484	2.9535	2.5471	2.5392	2.5370	2.5374
AVG Y	3.6028	3.2573	3.0190	0.2225	0.1221	17.8140	0.1310	0.2396	0.2269	13.2523
SIG X	0.8891	0.8868	0.8874	0.8868	0.8855	0.8151	0.8874	0.8833	0.8822	0.8823
SIG Y	1.0904	0.6645	0.7041	0.4164	0.4418	10.1119	0.4542	0.5627	0.5271	9.3619
RXY	0.5787	0.5739	0.5869	0.0003	0.1885	0.2762	0.1933	0.2134	0.1815	0.2177
N 16-S-A	434.	439.	438.	439.	437.	43.	438.	437.	435.	431.
AVG X	3.5853	3.5900	3.5890	3.5900	3.5881	3.8372	3.5936	3.5881	3.5862	3.5870
AVG Y	3.6083	3.2628	3.0244	0.2210	0.1213	17.8140	0.1301	0.2403	0.2253	13.2297
SIG X	0.6507	0.6485	0.6489	0.6485	0.6494	0.4326	0.6448	0.6494	0.6503	0.6515
SIG Y	1.0952	0.6640	0.7053	0.4154	0.4404	10.1119	0.4528	0.5621	0.5257	9.3401
RXY	0.5687	0.8288	0.6619	-0.0782	0.1270	0.4610	0.1424	0.1398	0.1318	0.1635
N 16-S-B	435.	440.	439.	440.	438.	43.	439.	438.	436.	432.
AVG X	3.6667	3.6705	3.6697	3.6705	3.6689	3.7907	3.6743	3.6689	3.6674	3.6644
AVG Y	3.6069	3.2627	3.0248	0.2227	0.1210	17.8140	0.1298	0.2397	0.2248	13.2014
SIG X	0.6360	0.6354	0.6359	0.6354	0.6364	0.5588	0.6310	0.6364	0.6375	0.6396
SIG Y	1.0944	0.6636	0.7046	0.4166	0.4400	10.1119	0.4523	0.5616	0.5252	9.3339
RXY	0.5742	0.8328	0.6591	-0.0749	0.1025	0.3890	0.1005	0.1521	0.1414	0.2360
N 16-S-C	435.	440.	439.	440.	438.	43.	439.	438.	436.	432.
AVG X	3.2483	3.2568	3.2551	3.2568	3.2534	3.6047	3.2620	3.2534	3.2546	3.2477
AVG Y	3.6092	3.2616	3.0252	0.2205	0.1210	17.8140	0.1298	0.2397	0.2248	13.2153
SIG X	0.8709	0.8696	0.8699	0.8696	0.8701	0.7910	0.8639	0.8701	0.8720	0.8730
SIG Y	1.0941	0.6636	0.7043	0.4156	0.4400	10.1119	0.4523	0.5616	0.5252	9.3336
RXY	0.6848	0.9096	0.7465	-0.0247	0.1767	0.4609	0.2049	0.2172	0.2111	0.2474
N 16-S-D	436.	441.	440.	441.	439.	43.	440.	439.	437.	433.
AVG X	3.0596	3.0590	3.0568	3.0590	3.0547	3.5116	3.0614	3.0547	3.0572	3.0508
AVG Y	3.6078	3.2621	3.0243	0.2222	0.1207	17.8140	0.1295	0.2392	0.2243	13.2079
SIG X	0.8610	0.8561	0.8559	0.8561	0.8557	0.6680	0.8556	0.8557	0.8588	0.8565
SIG Y	1.0933	0.6630	0.7038	0.4162	0.4395	10.1119	0.4518	0.5611	0.5247	9.3241
RXY	0.6794	0.8541	0.7087	0.0142	0.2131	0.4092	0.2210	0.2533	0.2260	0.2593
N 16-S-E	434.	439.	438.	439.	437.	43.	438.	437.	435.	431.
AVG X	2.7281	2.7335	2.7329	2.7335	2.7323	3.2791	2.7374	2.7277	2.7287	2.7239
AVG Y	3.6083	3.2605	3.0235	0.2210	0.1213	17.8140	0.1301	0.2403	0.2253	13.2413
SIG X	0.8542	0.8518	0.8527	0.8518	0.8536	0.7344	0.8488	0.8494	0.8533	0.8547
SIG Y	1.0952	0.6636	0.7052	0.4154	0.4404	10.1119	0.4528	0.5621	0.5257	9.3317
RXY	0.7203	0.8534	0.7302	-0.0139	0.2269	0.2797	0.2380	0.2670	0.2239	0.2521

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH TEACHERS

X VS. Y		RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N	17-L-A	434.	439.	439.	439.	437.	43.	438.	437.	435.	431.
AVG X		3.3134	3.3166	3.3166	3.3166	3.3135	3.7442	3.3196	3.3135	3.3103	3.3086
AVG Y		3.6083	3.2615	3.0251	0.2232	0.1213	17.8140	0.1301	0.2403	0.2253	13.1787
SIG X		0.7650	0.7630	0.7630	0.7630	0.7633	0.6580	0.7613	0.7633	0.7637	0.7655
SIG Y		1.0952	0.6639	0.7044	0.4169	0.4404	10.1119	0.4528	0.5621	0.5257	9.3308
RXY		0.6899	0.7649	0.8691	-0.0217	0.2005	0.4221	0.2110	0.2677	0.2502	0.2557
N	17-L-B	434.	439.	439.	439.	437.	43.	438.	437.	435.	431.
AVG X		2.8871	2.8929	2.8929	2.8929	2.8902	3.5814	2.8973	2.8879	2.8828	2.8794
AVG Y		3.6106	3.2638	3.0274	0.2232	0.1213	17.8140	0.1301	0.2403	0.2253	13.1903
SIG X		0.8233	0.8220	0.8220	0.8220	0.8222	0.8233	0.8180	0.8205	0.8189	0.8208
SIG Y		1.0929	0.6613	0.7016	0.4169	0.4404	10.1119	0.4528	0.5621	0.5257	9.3299
RXY		0.7442	0.7333	0.8915	0.0033	0.3092	0.4652	0.2957	0.3718	0.3506	0.1885
N	17-L-C	433.	438.	438.	438.	436.	43.	437.	436.	434.	430.
AVG X		2.9446	2.9521	2.9521	2.9521	2.9495	3.6047	2.9542	2.9472	2.9424	2.9419
AVG Y		3.6120	3.2644	3.0282	0.2237	0.1216	17.8140	0.1304	0.2408	0.2258	13.1860
SIG X		0.8343	0.8340	0.8340	0.8340	0.8344	0.7603	0.8338	0.8329	0.8318	0.8356
SIG Y		1.0938	0.6619	0.7022	0.4172	0.4409	10.1119	0.4532	0.5627	0.5262	9.3404
RXY		0.7501	0.7262	0.8937	-0.0086	0.2979	0.3185	0.2950	0.3607	0.3148	0.2200
N	17-L-D	434.	439.	439.	439.	437.	43.	438.	437.	435.	431.
AVG X		2.9931	3.0000	3.0000	3.0000	2.9954	3.7209	3.0023	2.9954	2.9930	2.9930
AVG Y		3.6080	3.2592	3.0226	0.2232	0.1213	17.8140	0.1301	0.2403	0.2253	13.1740
SIG X		0.7764	0.7764	0.7764	0.7764	0.7752	0.5906	0.7758	0.7752	0.7770	0.7761
SIG Y		1.0955	0.6631	0.7038	0.4169	0.4404	10.1119	0.4528	0.5621	0.5257	9.3294
RXY		0.6838	0.6792	0.8661	-0.0776	0.2972	0.5413	0.3119	0.3552	0.3241	0.1916
N	17-L-E	435.	440.	440.	440.	438.	43.	439.	438.	436.	432.
AVG X		2.9632	2.9659	2.9659	2.9659	2.9612	3.6744	2.9681	2.9612	2.9587	2.9583
AVG Y		3.6069	3.2609	3.0243	0.2227	0.1210	17.8140	0.1298	0.2397	0.2248	13.1829
SIG X		0.8081	0.8050	0.8050	0.8050	0.8038	0.6064	0.8046	0.8038	0.8041	0.8049
SIG Y		1.0944	0.6632	0.7038	0.4166	0.4400	10.1119	0.4523	0.5616	0.5252	9.3204
RXY		0.7053	0.7044	0.8734	-0.0181	0.3045	0.3394	0.3063	0.3603	0.3323	0.2438
N	URBAN	423.	427.	426.	427.	425.	42.	426.	425.	423.	419.
AVG X		1.7920	1.7916	1.7934	1.7916	1.7906	2.0000	1.7911	1.7953	1.7896	1.7876
AVG Y		3.6028	3.2581	3.0162	0.2295	0.1224	18.0238	0.1315	0.2400	0.2270	13.2673
SIG X		0.7723	0.7729	0.7728	0.7729	0.7715	0.6984	0.7737	0.7728	0.7732	0.7735
SIG Y		1.0942	0.6641	0.7061	0.4210	0.4441	10.1392	0.4567	0.5654	0.5293	9.4578
RXY		0.1936	0.1817	0.2137	0.0175	0.0474	0.1757	0.0113	0.0803	0.0591	0.0513
N	ENROLL	434.	439.	438.	439.	437.	42.	438.	437.	435.	431.
AVG X		1036.9793	1035.9066	1035.9406	1035.9066	1034.1922	1293.6667	1036.7603	1035.2563	1034.5264	1034.5151
AVG Y		3.6083	3.2606	3.0221	0.2232	0.1190	18.0238	0.1279	0.2380	0.2230	13.2135
SIG X		575.7906	576.8351	577.4943	576.8351	577.3655	804.5697	577.2171	577.3214	577.6744	579.1084
SIG Y		1.0952	0.6641	0.7039	0.4169	0.4384	10.1392	0.4509	0.5611	0.5244	9.3414
RXY		0.2092	0.2305	0.2089	0.0274	0.1374	0.1883	0.1274	0.1801	0.1964	0.0268

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FRENCH TEACHERS

X VS. Y	8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N RATING	429.	436.	433.	415.	436.	433.	434.	435.	435.	436.
AVG X	3.5991	3.6078	3.6120	3.6361	3.6078	3.6028	3.6083	3.6069	3.6092	3.6078
AVG Y	12.6503	1.1950	17.0231	4.7181	2.2615	2.5427	3.5853	3.6667	3.2483	3.0596
SIG X	1.0948	1.0933	1.0874	1.1012	1.0933	1.0904	1.0952	1.0944	1.0941	1.0933
SIG Y	6.9167	0.9924	54.9111	1.5323	0.8444	0.8891	0.6507	0.6380	0.8709	0.8610
RXY	0.2832	0.4584	0.4000	0.5618	0.4052	0.5787	0.5687	0.5742	0.6848	0.6794
N S-SCALE	434.	441.	438.	418.	439.	436.	439.	440.	440.	441.
AVG X	3.2604	3.2621	3.2662	3.2679	3.2606	3.2573	3.2628	3.2627	3.2616	3.2621
AVG Y	12.6382	1.1973	16.8721	4.7225	2.2642	2.5459	3.5900	3.6705	3.2568	3.0590
SIG X	0.6626	0.6630	0.6559	0.6663	0.6641	0.6645	0.6640	0.6636	0.6636	0.6630
SIG Y	6.8885	0.9930	54.6153	1.5282	0.8431	0.8868	0.6485	0.6354	0.8696	0.8561
RXY	0.3117	0.3530	0.2396	0.5631	0.3730	0.5739	0.8288	0.8328	0.9096	0.8541
N L-SCALE	433.	440.	437.	417.	438.	435.	438.	439.	439.	440.
AVG X	3.0219	3.0243	3.0263	3.0309	3.0221	3.0190	3.0244	3.0248	3.0252	3.0243
AVG Y	12.6397	1.1955	16.9016	4.7218	2.2626	2.5471	3.5890	3.6697	3.2551	3.0568
SIG X	0.7065	0.7038	0.6979	0.7071	0.7039	0.7041	0.7053	0.7046	0.7043	0.7038
SIG Y	6.8964	0.9934	54.6744	1.5299	0.8433	0.8874	0.6489	0.6359	0.8699	0.8559
RXY	0.2678	0.4363	0.3278	0.5903	0.4148	0.5869	0.6619	0.6591	0.7465	0.7087
N SEX(M)	434.	441.	438.	418.	439.	436.	439.	440.	440.	441.
AVG X	0.2212	0.2222	0.2215	0.2249	0.2232	0.2225	0.2210	0.2227	0.2205	0.2222
AVG Y	12.6382	1.1973	16.8721	4.7225	2.2642	2.5459	3.5900	3.6705	3.2568	3.0590
SIG X	0.4155	0.4162	0.4157	0.4180	0.4169	0.4164	0.4154	0.4166	0.4150	0.4162
SIG Y	6.8885	0.9930	54.6153	1.5282	0.8431	0.8868	0.6485	0.6354	0.8696	0.8561
RXY	0.1337	0.0367	-0.0176	0.0867	0.0851	0.0003	-0.0782	-0.0749	-0.0247	0.0142
N 2-PLACE	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X	0.1227	0.1207	0.1216	0.1178	0.1213	0.1221	0.1213	0.1210	0.1210	0.1207
AVG Y	12.6296	1.1959	16.0849	4.7212	2.2609	2.5484	3.5881	3.6689	3.2534	3.0547
SIG X	0.4428	0.4395	0.4409	0.4314	0.4404	0.4418	0.4404	0.4400	0.4400	0.4395
SIG Y	6.8964	0.9945	52.0161	1.5317	0.8436	0.8855	0.6494	0.6364	0.8701	0.8557
RXY	0.0073	0.1652	0.6581	0.1483	0.2418	0.1885	0.1270	0.1025	0.1767	0.2131
N 3-AGE	43.	43.	43.	42.	43.	43.	43.	43.	43.	43.
AVG X	17.8140	17.8140	17.8140	17.8571	17.8140	17.8140	17.8140	17.8140	17.8140	17.8140
AVG Y	12.2558	1.7907	108.7209	5.3333	2.8372	2.9535	3.8372	3.7907	3.6047	3.5116
SIG X	10.1119	10.1119	10.1119	10.2304	10.1119	10.1119	10.1119	10.1119	10.1119	10.1119
SIG Y	6.5469	1.0364	142.5458	1.0745	0.8710	0.8151	0.4326	0.5588	0.7910	0.6680
RXY	0.1158	0.2893	0.4853	0.5325	0.3182	0.2762	0.4610	0.3890	0.4609	0.4092
N 4-N.LANG	433.	440.	437.	417.	438.	435.	438.	439.	439.	440.
AVG X	0.1270	0.1295	0.1259	0.1319	0.1301	0.1310	0.1301	0.1298	0.1298	0.1295
AVG Y	12.6536	1.1955	16.9062	4.7266	2.2648	2.5471	3.5936	3.6743	3.2620	3.0614
SIG X	0.4462	0.4518	0.4443	0.4540	0.4528	0.4542	0.4528	0.4523	0.4523	0.4518
SIG Y	6.8890	0.9934	54.6732	1.5277	0.8440	0.8874	0.6448	0.6310	0.8639	0.8556
RXY	0.0897	0.1769	0.6656	0.1838	0.2749	0.1933	0.1424	0.1005	0.2049	0.2210

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X VS. Y		8-TAUGHT	10-TRAVL	11-MUS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	5-M.LANG	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X		0.2384	0.2392	0.2362	0.2380	0.2380	0.2396	0.2403	0.2397	0.2397	0.2392
AVG Y		12.6296	1.1891	16.8096	4.7163	2.2609	2.5392	3.5881	3.6689	3.2534	3.0547
SIG X		0.5585	0.5611	0.5564	0.5585	0.5611	0.5627	0.5621	0.5616	0.5616	0.5611
SIG Y		6.9011	0.9877	54.7311	1.5293	0.8436	0.8833	0.6494	0.6364	0.8701	0.8557
RXY		0.2276	0.2313	0.4565	0.2231	0.2756	0.2134	0.1398	0.1521	0.2172	0.2533
N	6-F.LANG	430.	437.	434.	414.	435.	432.	435.	436.	436.	437.
AVG X		0.2256	0.2243	0.2212	0.2271	0.2253	0.2269	0.2253	0.2248	0.2248	0.2243
AVG Y		12.6163	1.1899	16.8618	4.7101	2.2598	2.5370	3.5862	3.6674	3.2546	3.0572
SIG X		0.5269	0.5247	0.5193	0.5269	0.5257	0.5271	0.5257	0.5252	0.5252	0.5247
SIG Y		6.8778	0.9876	54.8511	1.5303	0.8419	0.8822	0.6503	0.6375	0.8720	0.8588
RXY		0.2027	0.1920	0.4940	0.1869	0.2215	0.1815	0.1318	0.1414	0.2111	0.2260
N	7-SEMEST	427.	433.	430.	410.	431.	428.	431.	432.	432.	433.
AVG X		13.1241	13.2079	13.2070	13.2659	13.2274	13.2523	13.2297	13.2014	13.2153	13.2079
AVG Y		12.6393	1.1963	16.9093	4.7098	2.2529	2.5374	3.5870	3.6644	3.2477	3.0508
SIG X		9.2493	9.3241	9.3351	9.4855	9.3351	9.3619	9.3401	9.3339	9.3336	9.3241
SIG Y		6.8595	0.9911	44.6941	1.5372	0.8204	0.8823	0.6515	0.6396	0.8730	0.8565
RXY		0.1339	0.1639	0.1662	0.2838	0.0845	0.2177	0.1635	0.2360	0.2474	0.2593
N	8-TAUGHT	434.	434.	431.	411.	432.	429.	432.	433.	433.	434.
AVG X		12.6382	12.6382	12.6520	12.5596	12.6481	12.6503	12.6713	12.6397	12.6605	12.6382
AVG Y		12.6382	1.1935	17.0162	4.7153	2.2616	2.5408	3.5903	3.6697	3.2540	3.0576
SIG X		6.8885	6.8885	6.8847	6.8459	6.9028	6.8858	6.8871	6.8964	6.8808	6.8885
SIG Y		6.8885	0.9939	55.0362	1.5363	0.8473	0.8841	0.6471	0.6379	0.8714	0.8537
RXY		1.0000	0.1428	0.0348	0.2802	0.0642	0.1835	0.2347	0.2676	0.3043	0.2741
N	10-TRAVL	434.	441.	438.	418.	439.	436.	439.	440.	440.	441.
AVG X		1.1935	1.1973	1.1986	1.2177	1.2005	1.1927	1.1982	1.1977	1.1977	1.1973
AVG Y		12.6382	1.1973	16.8721	4.7225	2.2642	2.5459	3.5900	3.6705	3.2568	3.0590
SIG X		0.9939	0.9930	0.9893	0.9882	0.9935	0.9917	0.9928	0.9941	0.9941	0.9930
SIG Y		6.8885	0.9930	54.6153	1.5282	0.8431	0.8868	0.6485	0.6354	0.8696	0.8561
RXY		0.1428	1.0000	0.1805	0.5451	0.2337	0.4265	0.2577	0.2441	0.2837	0.3445
N	11-MUS	431.	438.	438.	415.	436.	433.	436.	437.	437.	438.
AVG X		17.0162	16.8721	16.8721	17.1084	16.9427	16.9400	16.9358	16.9062	16.9039	16.8721
AVG Y		12.6520	1.1986	16.8721	4.7373	2.2638	2.5450	3.5940	3.6773	3.2609	3.0616
SIG X		55.0362	54.6153	54.6153	55.1187	54.7307	54.8995	54.7322	54.6732	54.6738	54.6153
SIG Y		6.8847	0.9893	54.6153	1.5103	0.8424	0.8837	0.6381	0.6235	0.8650	0.8522
RXY		0.0348	0.1805	1.0000	0.1956	0.3104	0.2106	0.1625	0.1342	0.2024	0.2357
N	12-SPOKE	411.	418.	415.	418.	418.	415.	416.	417.	417.	418.
AVG X		4.7153	4.7225	4.7373	4.7225	4.7225	4.7157	4.7308	4.7218	4.7218	4.7225
AVG Y		12.5596	1.2177	17.1084	4.7225	2.2608	2.5687	3.5841	3.6739	3.2662	3.0694
SIG X		1.5363	1.5282	1.5103	1.5282	1.5282	1.5310	1.5208	1.5299	1.5299	1.5282
SIG Y		6.8459	0.9882	55.1187	1.5282	0.8462	0.8871	0.6532	0.6348	0.8680	0.8580
RXY		0.2802	0.5451	0.1956	1.0000	0.2824	0.4466	0.4401	0.5103	0.5211	0.4665

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X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	13-HOME	432.	439.	436.	418.	439.	436.	437.	438.	438.	439.
AVG X		2.2616	2.2642	2.2638	2.2608	2.2642	2.2569	2.2609	2.2671	2.2671	2.2642
AVG Y		12.6481	1.2005	16.9427	4.7225	2.2642	2.5459	3.5881	3.6689	3.2534	3.0592
SIG X		0.8473	0.8431	0.8424	0.8462	0.8431	0.8349	0.8436	0.8419	0.8419	0.8431
SIG Y		6.9028	0.9935	54.7307	1.5282	0.8431	0.8868	0.6494	0.6364	0.8701	0.8580
RXY		0.0642	0.2337	0.3104	0.2824	1.0000	0.5150	0.3264	0.2679	0.3509	0.3160
N	14-FRNDS	429.	436.	433.	415.	436.	436.	434.	435.	435.	436.
AVG X		2.5408	2.5459	2.5450	2.5687	2.5459	2.5459	2.5415	2.5494	2.5448	2.5459
AVG Y		12.6503	1.1927	16.9400	4.7157	2.2569	2.5459	3.5876	3.6690	3.2506	3.0528
SIG X		0.8841	0.8868	0.8837	0.8871	0.8868	0.8868	0.8858	0.8847	0.8875	0.8868
SIG Y		6.8858	0.9917	54.8995	1.5310	0.8349	0.8868	0.6504	0.6374	0.8716	0.8574
RXY		0.1835	0.4265	0.2106	0.4466	0.5150	1.0000	0.4446	0.4336	0.5380	0.4881
N	16-S-A	432.	439.	436.	416.	437.	434.	439.	438.	438.	439.
AVG X		3.5903	3.5900	3.5940	3.5841	3.5881	3.5876	3.5900	3.5913	3.5890	3.5900
AVG Y		12.6713	1.1982	16.9358	4.7308	2.2609	2.5415	3.5900	3.6712	3.2580	3.0592
SIG X		0.6471	0.6485	0.6381	0.6532	0.6494	0.6504	0.6485	0.6486	0.6489	0.6485
SIG Y		6.8871	0.9928	54.7322	1.5208	0.8436	0.8858	0.6485	0.6358	0.8714	0.8554
RXY		0.2347	0.2577	0.1625	0.4401	0.3264	0.4446	1.0000	0.7444	0.7261	0.5790
N	16-S-B	433.	440.	437.	417.	438.	435.	438.	440.	439.	440.
AVG X		3.6697	3.6705	3.6773	3.6739	3.6689	3.6690	3.6712	3.6705	3.6697	3.6705
AVG Y		12.6397	1.1977	16.9062	4.7218	2.2671	2.5494	3.5913	3.6705	3.2574	3.0591
SIG X		0.6379	0.6354	0.6235	0.6348	0.6364	0.6374	0.6358	0.6354	0.6359	0.6354
SIG Y		6.8964	0.9941	54.6732	1.5299	0.8419	0.8847	0.6486	0.6354	0.8705	0.8571
RXY		0.2676	0.2441	0.1342	0.5103	0.2679	0.4336	0.7444	1.0000	0.7314	0.5922
N	16-S-C	433.	440.	437.	417.	438.	435.	438.	439.	440.	440.
AVG X		3.2540	3.2568	3.2609	3.2662	3.2534	3.2506	3.2580	3.2574	3.2568	3.2568
AVG Y		12.6605	1.1977	16.9039	4.7218	2.2671	2.5448	3.5890	3.6697	3.2568	3.0591
SIG X		0.8714	0.8696	0.8650	0.8680	0.8701	0.8716	0.8714	0.8705	0.8696	0.8696
SIG Y		6.8808	0.9941	54.6738	1.5299	0.8419	0.8875	0.6489	0.6359	0.8696	0.8571
RXY		0.3043	0.2837	0.2024	0.5211	0.3509	0.5380	0.7261	0.7314	1.0000	0.7101
N	16-S-D	434.	441.	438.	418.	439.	436.	439.	440.	440.	441.
AVG X		3.0576	3.0590	3.0616	3.0694	3.0592	3.0528	3.0592	3.0591	3.0591	3.0590
AVG Y		12.6382	1.1973	16.8721	4.7225	2.2642	2.5459	3.5900	3.6705	3.2568	3.0590
SIG X		0.8537	0.8561	0.8522	0.8580	0.8580	0.8574	0.8554	0.8571	0.8571	0.8561
SIG Y		6.8885	0.9930	54.6153	1.5282	0.8431	0.8868	0.6485	0.6354	0.8696	0.8561
RXY		0.2741	0.3445	0.2357	0.4665	0.3160	0.4881	0.5790	0.5922	0.7101	1.0000
N	16-S-E	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X		2.7292	2.7335	2.7362	2.7452	2.7323	2.7258	2.7323	2.7329	2.7329	2.7335
AVG Y		12.6435	1.1913	16.7569	4.7188	2.2654	2.5438	3.5881	3.6689	3.2557	3.0592
SIG X		0.8526	0.8518	0.8505	0.8545	0.8536	0.8521	0.8536	0.8527	0.8527	0.8518
SIG Y		6.9019	0.9907	54.6710	1.5305	0.8421	0.8883	0.6494	0.6364	0.8708	0.8554
RXY		0.2485	0.3554	0.2585	0.4794	0.3320	0.5361	0.5868	0.5873	0.7086	0.7142

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X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	17-L-A	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X		3.3171	3.3166	3.3188	3.3245	3.3158	3.3111	3.3181	3.3174	3.3174	3.3166
AVG Y		12.6273	1.1982	16.9404	4.7236	2.2632	2.5484	3.5927	3.6689	3.2534	3.0569
SIG X		0.7670	0.7630	0.7561	0.7686	0.7639	0.7644	0.7644	0.7637	0.7637	0.7630
SIG Y		6.8995	0.9928	54.7312	1.5314	0.8442	0.8881	0.6452	0.6364	0.8701	0.8569
RXY		0.2342	0.3600	0.2323	0.5575	0.3190	0.5442	0.6493	0.6686	0.6948	0.6324
N	17-L-B	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X		2.8889	2.8929	2.8945	2.9038	2.8902	2.8871	2.8947	2.8950	2.8950	2.8929
AVG Y		12.6111	1.1982	16.9381	4.7212	2.2632	2.5484	3.5904	3.6712	3.2580	3.0615
SIG X		0.8240	0.8220	0.8181	0.8246	0.8222	0.8233	0.8228	0.8219	0.8219	0.8220
SIG Y		6.8786	0.9928	54.7319	1.5317	0.8442	0.8881	0.6491	0.6358	0.8688	0.8512
RXY		0.2343	0.4093	0.3143	0.5282	0.3953	0.5492	0.6148	0.5907	0.6854	0.6066
N	17-L-C	431.	438.	435.	415.	436.	433.	436.	437.	437.	438.
AVG X		2.9536	2.9521	2.9540	2.9542	2.9495	2.9469	2.9495	2.9519	2.9542	2.9521
AVG Y		12.5986	1.2009	16.9770	4.7229	2.2638	2.5497	3.5940	3.6705	3.2563	3.0616
SIG X		0.8368	0.8340	0.8301	0.8371	0.8344	0.8330	0.8344	0.8350	0.8338	0.8340
SIG Y		6.8817	0.9923	54.7889	1.5332	0.8451	0.8887	0.6453	0.6363	0.8691	0.8522
RXY		0.2346	0.3573	0.2947	0.5189	0.3710	0.5242	0.5638	0.5788	0.6841	0.6320
N	17-L-D	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X		2.9931	3.0000	3.0023	3.0048	2.9977	2.9954	3.0000	3.0000	3.0000	3.0000
AVG Y		12.6389	1.1936	16.9106	4.7188	2.2609	2.5438	3.5881	3.6689	3.2534	3.0547
SIG X		0.7782	0.7764	0.7716	0.7761	0.7767	0.7749	0.7781	0.7773	0.7773	0.7764
SIG Y		6.9043	0.9938	54.7369	1.5305	0.8436	0.8857	0.6494	0.6364	0.8701	0.8557
RXY		0.2288	0.3936	0.2955	0.4860	0.3790	0.4680	0.5492	0.5135	0.5955	0.6152
N	17-L-E	433.	440.	437.	417.	438.	435.	438.	439.	439.	440.
AVG X		2.9630	2.9659	2.9680	2.9736	2.9635	2.9609	2.9658	2.9658	2.9658	2.9659
AVG Y		12.6397	1.1955	16.9016	4.7218	2.2626	2.5471	3.5890	3.6697	3.2551	3.0568
SIG X		0.8071	0.8050	0.8007	0.8097	0.8053	0.8066	0.8068	0.8059	0.8059	0.8050
SIG Y		6.8964	0.9934	54.6744	1.5299	0.8433	0.8874	0.6489	0.6359	0.8699	0.8559
RXY		0.2646	0.3901	0.2967	0.5103	0.3545	0.4903	0.5368	0.5482	0.6215	0.6244
N	URBAN	420.	427.	424.	405.	426.	423.	425.	426.	426.	427.
AVG X		1.7857	1.7916	1.7972	1.8074	1.7911	1.7920	1.7929	1.7911	1.7887	1.7916
AVG Y		12.6714	1.1967	17.1722	4.7160	2.2582	2.5414	3.5882	3.6690	3.2512	3.0515
SIG X		0.7704	0.7729	0.7727	0.7755	0.7737	0.7723	0.7737	0.7737	0.7715	0.7729
SIG Y		6.8799	0.9899	55.4600	1.5450	0.8368	0.8749	0.6496	0.6405	0.8733	0.8542
RXY		0.1456	0.1949	0.0506	0.2207	0.0254	0.1495	0.1256	0.1450	0.1907	0.1336
N	ENROLL	432.	439.	436.	416.	437.	434.	437.	438.	438.	439.
AVG X		1035.8472	1035.9066	1038.0642	1045.3101	1035.0526	1031.6820	1035.2380	1035.9292	1034.9612	1035.9066
AVG Y		12.6366	1.2005	16.9427	4.7212	2.2632	2.5484	3.5881	3.6689	3.2557	3.0569
SIG X		580.5793	576.8351	577.7715	581.8216	575.1404	573.9334	577.2853	577.4946	577.1541	576.8351
SIG Y		6.9040	0.9935	54.7307	1.5317	0.8442	0.8881	0.6494	0.6364	0.8708	0.8569
RXY		0.2305	0.2167	0.0659	0.2220	-0.0133	0.2000	0.1353	0.1639	0.2322	0.2210

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FRENCH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	RATING	434.	434.	434.	433.	434.	435.	423.	434.
AVG X		3.6083	3.6083	3.6106	3.6120	3.6080	3.6069	3.6028	3.6083
AVG Y		2.7281	3.3134	2.8871	2.9446	2.9931	2.9632	1.7920	1036.9793
SIG X		1.0952	1.0952	1.0929	1.0938	1.0955	1.0944	1.0942	1.0952
SIG Y		0.8542	0.7650	0.8233	0.8343	0.7764	0.8081	0.7723	575.7908
RXY		0.7203	0.6899	0.7442	0.7501	0.6838	0.7053	0.1936	0.2092
N	S-SCALE	439.	439.	439.	438.	439.	440.	427.	439.
AVG X		3.2605	3.2615	3.2638	3.2644	3.2592	3.2609	3.2581	3.2606
AVG Y		2.7335	3.3166	2.8929	2.9521	3.0000	2.9659	1.7916	1035.9066
SIG X		0.6636	0.6639	0.6613	0.6619	0.6631	0.6632	0.6641	0.6641
SIG Y		0.8518	0.7630	0.8220	0.8340	0.7764	0.8050	0.7729	576.8351
RXY		0.8534	0.7649	0.7333	0.7262	0.6792	0.7044	0.1817	0.2305
N	L-SCALE	438.	439.	439.	438.	439.	440.	426.	438.
AVG X		3.0235	3.0251	3.0274	3.0282	3.0226	3.0243	3.0162	3.0221
AVG Y		2.7329	3.3166	2.8929	2.9521	3.0000	2.9659	1.7934	1035.9406
SIG X		0.7052	0.7044	0.7016	0.7022	0.7038	0.7038	0.7061	0.7039
SIG Y		0.8527	0.7630	0.8220	0.8340	0.7764	0.8050	0.7728	577.4943
RXY		0.7302	0.8691	0.8915	0.8937	0.8661	0.8734	0.2137	0.2089
N	SEX(M)	439.	439.	439.	438.	439.	440.	427.	439.
AVG X		0.2210	0.2232	0.2232	0.2237	0.2232	0.2227	0.2295	0.2232
AVG Y		2.7335	3.3166	2.8929	2.9521	3.0000	2.9659	1.7916	1035.9066
SIG X		0.4154	0.4169	0.4169	0.4172	0.4169	0.4166	0.4210	0.4169
SIG Y		0.8518	0.7630	0.8220	0.8340	0.7764	0.8050	0.7729	576.8351
RXY		-0.0139	-0.0217	0.0033	-0.0086	-0.0776	-0.0181	0.0175	0.0274
N	2-PLACE	437.	437.	437.	436.	437.	438.	425.	437.
AVG X		0.1213	0.1213	0.1213	0.1216	0.1213	0.1210	0.1224	0.1190
AVG Y		2.7323	3.3135	2.8902	2.9495	2.9954	2.9612	1.7906	1034.1922
SIG X		0.4404	0.4404	0.4404	0.4409	0.4404	0.4400	0.4441	0.4384
SIG Y		0.8536	0.7633	0.8222	0.8344	0.7752	0.8038	0.7715	577.3655
RXY		0.2269	0.2005	0.3092	0.2979	0.2972	0.3045	0.0474	0.1374
N	3-AGE	43.	43.	43.	43.	43.	43.	42.	42.
AVG X		17.8140	17.8140	17.8140	17.8140	17.8140	17.8140	18.0238	18.0238
AVG Y		3.2791	3.7442	3.5814	3.6047	3.7209	3.6744	2.0000	1293.6667
SIG X		10.1119	10.1119	10.1119	10.1119	10.1119	10.1119	10.1392	10.1392
SIG Y		0.7344	0.6580	0.8233	0.7603	0.5906	0.6064	0.6984	804.5697
RXY		0.2797	0.4221	0.4652	0.3185	0.5413	0.3394	0.1757	0.1883
N	4-N.LANG	438.	438.	438.	437.	438.	439.	426.	438.
AVG X		0.1301	0.1301	0.1301	0.1304	0.1301	0.1298	0.1315	0.1279
AVG Y		2.7374	3.3196	2.8973	2.9542	3.0023	2.9681	1.7911	1036.7603
SIG X		0.4528	0.4528	0.4528	0.4532	0.4528	0.4523	0.4567	0.4509
SIG Y		0.8488	0.7613	0.8180	0.8338	0.7758	0.8046	0.7737	577.2171
RXY		0.2380	0.2110	0.2957	0.2950	0.3119	0.3063	0.0113	0.1274

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FRENCH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	5-M.LANG	437.	437.	437.	436.	437.	438.	425.	437.
AVG X		0.2403	0.2403	0.2403	0.2408	0.2403	0.2397	0.2400	0.2380
AVG Y		2.7277	3.3135	2.8879	2.9472	2.9954	2.9612	1.7953	1035.2563
SIG X		0.5621	0.5621	0.5621	0.5627	0.5621	0.5616	0.5654	0.5611
SIG Y		0.8494	0.7633	0.8205	0.8329	0.7752	0.8038	0.7728	577.3214
RXY		0.2670	0.2677	0.3718	0.3607	0.3552	0.3603	0.0803	0.1801
N	6-F.LANG	435.	435.	435.	434.	435.	436.	423.	435.
AVG X		0.2253	0.2253	0.2253	0.2258	0.2253	0.2248	0.2270	0.2230
AVG Y		2.7287	3.3103	2.8828	2.9424	2.9954	2.9587	1.7896	1034.5264
SIG X		0.5257	0.5257	0.5257	0.5262	0.5257	0.5252	0.5293	0.5244
SIG Y		0.8533	0.7637	0.8189	0.8318	0.7770	0.8041	0.7732	577.6744
RXY		0.2239	0.2502	0.3506	0.3148	0.3241	0.3323	0.0591	0.1964
N	7-SEMEST	431.	431.	431.	430.	431.	432.	419.	431.
AVG X		13.2413	13.1787	13.1903	13.1860	13.1740	13.1829	13.2673	13.2135
AVG Y		2.7239	3.3086	2.8794	2.9419	2.9930	2.9583	1.7876	1034.5151
SIG X		9.3317	9.3308	9.3299	9.3404	9.3294	9.3204	9.4578	9.3414
SIG Y		0.8547	0.7655	0.8208	0.8356	0.7761	0.8049	0.7735	579.1084
RXY		0.2521	0.2557	0.1885	0.2200	0.1916	0.2438	0.0513	0.0268
N	8-TAUGHT	432.	432.	432.	431.	432.	433.	420.	432.
AVG X		12.6435	12.6273	12.6111	12.5986	12.6389	12.6397	12.6714	12.6366
AVG Y		2.7292	3.3171	2.8889	2.9536	2.9931	2.9630	1.7857	1035.8472
SIG X		6.9019	6.8995	6.8786	6.8817	6.9043	6.8964	6.8799	6.9040
SIG Y		0.8526	0.7670	0.8240	0.8368	0.7782	0.8071	0.7704	580.5793
RXY		0.2485	0.2342	0.2343	0.2346	0.2288	0.2646	0.1456	0.2305
N	10-TRAVL	439.	439.	439.	438.	439.	440.	427.	439.
AVG X		1.1913	1.1982	1.1982	1.2009	1.1936	1.1955	1.1967	1.2005
AVG Y		2.7335	3.3166	2.8929	2.9521	3.0000	2.9659	1.7916	1035.9066
SIG X		0.9907	0.9928	0.9928	0.9923	0.9938	0.9934	0.9899	0.9935
SIG Y		0.8518	0.7630	0.8220	0.8340	0.7764	0.8050	0.7729	576.8351
RXY		0.3554	0.3600	0.4093	0.3573	0.3936	0.3901	0.1949	0.2167
N	11-MUS	436.	436.	436.	435.	436.	437.	424.	436.
AVG X		16.7569	16.9404	16.9381	16.9770	16.9106	16.9016	17.1722	16.9427
AVG Y		2.7362	3.3188	2.8945	2.9540	3.0023	2.9680	1.7972	1038.0642
SIG X		54.6710	54.7312	54.7319	54.7889	54.7369	54.6744	55.4600	54.7307
SIG Y		0.8505	0.7561	0.8181	0.8301	0.7716	0.8007	0.7727	577.7715
RXY		0.2585	0.2323	0.3143	0.2947	0.2955	0.2967	0.0506	0.0659
N	12-SPOKE	416.	416.	416.	415.	416.	417.	405.	416.
AVG X		4.7188	4.7236	4.7212	4.7229	4.7188	4.7218	4.7160	4.7212
AVG Y		2.7452	3.3245	2.9038	2.9542	3.0048	2.9736	1.8074	1045.3101
SIG X		1.5305	1.5314	1.5317	1.5332	1.5305	1.5299	1.5450	1.5317
SIG Y		0.8545	0.7686	0.8246	0.8371	0.7761	0.8097	0.7755	581.8216
RXY		0.4794	0.5575	0.5282	0.5189	0.4860	0.5103	0.2207	0.2220

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH TEACHERS

X VS. Y	16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N 13-HOME	437.	437.	437.	436.	437.	438.	426.	437.
AVG X	2.2654	2.2632	2.2632	2.2638	2.2609	2.2626	2.2582	2.2632
AVG Y	2.7323	3.3158	2.8902	2.9495	2.9977	2.9635	1.7911	1035.0526
SIG X	0.8421	0.8442	0.8442	0.8451	0.8436	0.8433	0.8368	0.8442
SIG Y	0.8536	0.7639	0.8222	0.8344	0.7767	0.8053	0.7737	575.1404
RXY	0.3320	0.3190	0.3953	0.3710	0.3790	0.3545	0.0254	-0.0133
N 14-FRNDS	434.	434.	434.	433.	434.	435.	423.	434.
AVG X	2.5438	2.5484	2.5484	2.5497	2.5438	2.5471	2.5414	2.5484
AVG Y	2.7258	3.3111	2.8871	2.9469	2.9954	2.9609	1.7920	1031.6820
SIG X	0.8883	0.8881	0.8881	0.8887	0.8857	0.8874	0.8749	0.8881
SIG Y	0.8521	0.7644	0.8233	0.8330	0.7749	0.8066	0.7723	573.9334
RXY	0.5361	0.5442	0.5492	0.5242	0.4680	0.4903	0.1495	0.2000
N 16-S-A	437.	437.	437.	436.	437.	438.	425.	437.
AVG X	3.5881	3.5927	3.5904	3.5940	3.5881	3.5890	3.5882	3.5881
AVG Y	2.7323	3.3181	2.8947	2.9495	3.0000	2.9658	1.7929	1035.2380
SIG X	0.6494	0.6452	0.6491	0.6453	0.6494	0.6489	0.6496	0.6494
SIG Y	0.8536	0.7644	0.8228	0.8344	0.7781	0.8068	0.7737	577.2853
RXY	0.5868	0.6493	0.6148	0.5638	0.5492	0.5368	0.1256	0.1353
N 16-S-B	438.	438.	438.	437.	438.	439.	426.	438.
AVG X	3.6689	3.6689	3.6712	3.6705	3.6689	3.6697	3.6690	3.6689
AVG Y	2.7329	3.3174	2.8950	2.9519	3.0000	2.9658	1.7911	1035.9292
SIG X	0.6364	0.6364	0.6358	0.6363	0.6364	0.6359	0.6405	0.6364
SIG Y	0.8527	0.7637	0.8219	0.8350	0.7773	0.8059	0.7737	577.4946
RXY	0.5873	0.6686	0.5907	0.5788	0.5135	0.5482	0.1450	0.1639
N 16-S-C	438.	438.	438.	437.	438.	439.	426.	438.
AVG X	3.2557	3.2534	3.2580	3.2563	3.2534	3.2551	3.2512	3.2557
AVG Y	2.7329	3.3174	2.8950	2.9542	3.0000	2.9658	1.7887	1034.9612
SIG X	0.8708	0.8701	0.8688	0.8691	0.8701	0.8699	0.8733	0.8708
SIG Y	0.8527	0.7637	0.8219	0.8338	0.7773	0.8059	0.7715	577.1541
RXY	0.7086	0.6948	0.6854	0.6841	0.5955	0.6215	0.1907	0.2321
N 16-S-D	439.	439.	439.	438.	439.	440.	427.	439.
AVG X	3.0592	3.0569	3.0615	3.0616	3.0547	3.0568	3.0515	3.0569
AVG Y	2.7335	3.3166	2.8929	2.9521	3.0000	2.9659	1.7916	1035.9066
SIG X	0.8554	0.8569	0.8512	0.8522	0.8557	0.8559	0.8542	0.8569
SIG Y	0.8518	0.7630	0.8220	0.8340	0.7764	0.8050	0.7729	576.8351
RXY	0.7142	0.6324	0.6066	0.6320	0.6152	0.6244	0.1336	0.2210
N 16-S-E	439.	437.	437.	436.	437.	438.	425.	437.
AVG X	2.7335	2.7346	2.7368	2.7385	2.7300	2.7329	2.7294	2.7323
AVG Y	2.7335	3.3135	2.8902	2.9518	3.0023	2.9658	1.7929	1034.9519
SIG X	0.8518	0.8530	0.8496	0.8499	0.8515	0.8527	0.8521	0.8536
SIG Y	0.8518	0.7633	0.8222	0.8360	0.7767	0.8068	0.7737	576.6212
RXY	1.0000	0.6424	0.6349	0.6423	0.6217	0.6652	0.1760	0.2138

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FRENCH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	17-L-A	437.	439.	438.	438.	438.	439.	425.	437.
AVG X		3.3135	3.3166	3.3196	3.3196	3.3151	3.3166	3.3106	3.3158
AVG Y		2.7346	3.3166	2.8950	2.9521	3.0000	2.9658	1.7953	1035.4645
SIG X		0.7633	0.7630	0.7613	0.7613	0.7632	0.7630	0.7663	0.7639
SIG Y		0.8530	0.7630	0.8219	0.8340	0.7773	0.8059	0.7728	578.0701
RXY		0.6424	1.0000	0.7816	0.7486	0.6365	0.6600	0.1753	0.2007
N	17-L-B	437.	438.	439.	438.	438.	439.	425.	437.
AVG X		2.8902	2.8950	2.8929	2.8950	2.8927	2.8929	2.8847	2.8902
AVG Y		2.7368	3.3196	2.8929	2.9521	3.0046	2.9681	1.7906	1033.4760
SIG X		0.8222	0.8219	0.8220	0.8219	0.8229	0.8220	0.8232	0.8222
SIG Y		0.8496	0.7613	0.8220	0.8340	0.7713	0.8046	0.7715	575.8453
RXY		0.6349	0.7816	1.0000	0.7438	0.6821	0.7025	0.1773	0.1662
N	17-L-C	436.	438.	438.	438.	437.	438.	424.	436.
AVG X		2.9518	2.9521	2.9521	2.9521	2.9497	2.9521	2.9410	2.9495
AVG Y		2.7385	3.3196	2.8950	2.9521	3.0046	2.9680	1.7925	1032.9931
SIG X		0.8360	0.8340	0.8340	0.8340	0.8335	0.8340	0.8358	0.8344
SIG Y		0.8499	0.7613	0.8219	0.8340	0.7722	0.8055	0.7714	576.4182
RXY		0.6423	0.7486	0.7438	1.0000	0.7202	0.7028	0.2303	0.2181
N	17-L-D	437.	438.	438.	437.	439.	439.	425.	437.
AVG X		3.0023	3.0000	3.0046	3.0046	3.0000	3.0000	2.9929	2.9977
AVG Y		2.7300	3.3151	2.8927	2.9497	3.0000	2.9636	1.7906	1033.2014
SIG X		0.7767	0.7773	0.7713	0.7722	0.7764	0.7764	0.7815	0.7767
SIG Y		0.8515	0.7632	0.8229	0.8335	0.7764	0.8044	0.7715	575.3003
RXY		0.6217	0.6365	0.6821	0.7202	1.0000	0.7714	0.1736	0.1334
N	17-L-E	438.	439.	439.	438.	439.	440.	426.	438.
AVG X		2.9658	2.9658	2.9681	2.9680	2.9636	2.9659	2.9577	2.9635
AVG Y		2.7329	3.3166	2.8929	2.9521	3.0000	2.9659	1.7934	1035.9406
SIG X		0.8068	0.8059	0.8046	0.8055	0.8044	0.8050	0.8077	0.8053
SIG Y		0.8527	0.7630	0.8220	0.8340	0.7764	0.8050	0.7728	577.4943
RXY		0.6652	0.6600	0.7025	0.7028	0.7714	1.0000	0.1895	0.2115
N	URBAN	425.	425.	425.	424.	425.	426.	427.	427.
AVG X		1.7929	1.7953	1.7906	1.7925	1.7906	1.7934	1.7916	1.7916
AVG Y		2.7294	3.3106	2.8847	2.9410	2.9929	2.9577	1.7916	1027.6909
SIG X		0.7737	0.7728	0.7715	0.7714	0.7715	0.7728	0.7729	0.7729
SIG Y		0.8521	0.7663	0.8232	0.8358	0.7815	0.8077	0.7729	574.3909
RXY		0.1760	0.1753	0.1773	0.2303	0.1736	0.1895	1.0000	0.4738
N	ENROLL	437.	437.	437.	436.	437.	438.	427.	439.
AVG X		1034.9519	1035.4645	1033.4760	1032.9931	1033.2014	1035.9406	1027.6909	1035.9066
AVG Y		2.7323	3.3158	2.8902	2.9495	2.9977	2.9635	1.7916	1035.9066
SIG X		576.6212	578.0701	575.8453	576.4182	575.3003	577.4943	574.3909	576.8351
SIG Y		0.8536	0.7639	0.8222	0.8344	0.7767	0.8053	0.7729	576.8351
RXY		0.2138	0.2007	0.1662	0.2181	0.1334	0.2115	0.4738	1.0000

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X VS. Y		RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N	RATING	442.	442.	442.	442.	441.	57.	438.	438.	438.	424.
AVG X		4.0204	4.0204	4.0204	4.0204	4.0181	5.3333	4.0046	4.0251	4.0274	3.9929
AVG Y		4.0204	3.4319	3.2523	0.3100	0.2313	20.7895	0.3037	0.4543	0.4429	13.3844
SIG X		1.1074	1.1074	1.1074	1.1074	1.1077	0.9698	1.0992	1.1103	1.1092	1.0969
SIG Y		1.1074	0.5932	0.6624	0.4630	0.6150	13.0065	0.6909	0.7692	0.7504	10.5237
RXY		1.0000	0.7409	0.7706	0.1911	0.4676	0.2308	0.5707	0.5707	0.5545	0.1370
N	S-SCALE	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X		3.4319	3.4365	3.4365	3.4365	3.4366	3.8034	3.4324	3.4364	3.4409	3.4264
AVG Y		4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X		0.5932	0.5926	0.5926	0.5926	0.5932	0.4077	0.5934	0.5929	0.5932	0.5940
SIG Y		1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY		0.7409	1.0000	0.7490	0.0714	0.2856	0.0913	0.3134	0.3232	0.3417	0.1395
N	L-SCALE	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X		3.2523	3.2559	3.2559	3.2559	3.2542	3.8441	3.2492	3.2587	3.2614	3.2453
AVG Y		4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X		0.6624	0.6613	0.6613	0.6613	0.6611	0.3465	0.6605	0.6627	0.6616	0.6614
SIG Y		1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY		0.7706	0.7490	1.0000	0.0695	0.3422	0.1067	0.4348	0.4790	0.4668	0.1581
N	SEX(M)	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X		0.3100	0.3072	0.3072	0.3072	0.3056	0.3559	0.3077	0.3077	0.3100	0.3131
AVG Y		4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X		0.4630	0.4618	0.4618	0.4618	0.4612	0.4829	0.4621	0.4621	0.4630	0.4643
SIG Y		1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY		0.1911	0.0714	0.0695	1.0000	0.0282	-0.0464	0.1024	0.1093	0.1124	-0.0038
N	2-PLACE	441.	445.	445.	445.	445.	58.	441.	441.	441.	427.
AVG X		0.2313	0.2382	0.2382	0.2382	0.2382	1.6207	0.2358	0.2404	0.2404	0.2248
AVG Y		4.0181	3.4366	3.2542	0.3056	0.2382	20.5690	0.3061	0.4535	0.4422	13.3372
SIG X		0.6150	0.6238	0.6238	0.6238	0.6238	0.6164	0.6206	0.6262	0.6262	0.6060
SIG Y		1.1077	0.5932	0.6611	0.4612	0.6238	12.8488	0.6936	0.7706	0.7519	10.5099
RXY		0.4676	0.2856	0.3422	0.0282	1.0000	0.0344	0.7084	0.6119	0.5895	-0.0193
N	3-AGE	57.	59.	59.	59.	58.	59.	58.	59.	59.	53.
AVG X		20.7895	20.7458	20.7458	20.7458	20.5690	20.7458	20.9310	20.7458	20.7458	19.1509
AVG Y		5.3333	3.8034	3.8441	0.3559	1.6207	20.7458	1.5862	1.6271	1.5254	13.6038
SIG X		13.0065	12.8097	12.8097	12.8097	12.8488	12.8097	12.8416	12.8097	12.8097	12.4567
SIG Y		0.9698	0.4077	0.3465	0.4829	0.6164	12.8097	0.6498	0.5842	0.6786	11.0651
RXY		0.2308	0.0913	0.1067	-0.0464	0.0344	1.0000	0.0365	0.0032	0.0017	0.2909
N	4-N.LANG	438.	442.	442.	442.	441.	58.	442.	438.	438.	424.
AVG X		0.3037	0.3054	0.3054	0.3054	0.3061	1.5862	0.3054	0.3082	0.3082	0.2877
AVG Y		4.0046	3.4324	3.2492	0.3077	0.2358	20.9310	0.3054	0.4406	0.4338	13.2099
SIG X		0.6909	0.6930	0.6930	0.6930	0.6936	0.6498	0.6930	0.6955	0.6955	0.6753
SIG Y		1.0992	0.5934	0.6605	0.4621	0.6206	12.8416	0.6930	0.7593	0.7435	10.2224
RXY		0.5707	0.3134	0.4348	0.1024	0.7084	0.0365	1.0000	0.8298	0.8206	-0.0204

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X VS. Y	RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-N.LANG	6-F.LANG	7-SEMEST
N 5-M.LANG	438.	442.	442.	442.	441.	59.	438.	442.	440.	424.
AVG X	0.4543	0.4548	0.4548	0.4548	0.4535	1.6271	0.4406	0.4548	0.4568	0.4363
AVG Y	4.0251	3.4364	3.2587	0.3077	0.2404	20.7458	0.3082	0.4548	0.4432	13.3656
SIG X	0.7692	0.7702	0.7702	0.7702	0.7706	0.5842	0.7593	0.7702	0.7713	0.7568
SIG Y	1.1103	0.5929	0.6627	0.4621	0.6262	12.8097	0.6955	0.7702	0.7525	10.5262
RXY	0.5707	0.3232	0.4790	0.1093	0.6119	0.0032	0.8298	1.0000	0.9180	-0.0035
N 6-F.LANG	438.	442.	442.	442.	441.	59.	438.	440.	442.	424.
AVG X	0.4429	0.4434	0.4434	0.4434	0.4422	1.5254	0.4338	0.4432	0.4434	0.4292
AVG Y	4.0274	3.4409	3.2614	0.3100	0.2404	20.7458	0.3082	0.4568	0.4434	13.3892
SIG X	0.7504	0.7515	0.7515	0.7515	0.7519	0.6786	0.7435	0.7525	0.7515	0.7404
SIG Y	1.1092	0.5932	0.6616	0.4630	0.6262	12.8097	0.6955	0.7713	0.7515	10.5208
RXY	0.5545	0.3417	0.4668	0.1124	0.5895	0.0017	0.8206	0.9180	1.0000	-0.0151
N 7-SEMEST	424.	428.	428.	428.	427.	53.	424.	424.	424.	428.
AVG X	13.3844	13.3201	13.3201	13.3201	13.3372	13.6038	13.2099	13.3656	13.3892	13.3201
AVG Y	3.9929	3.4264	3.2453	0.3131	0.2248	19.1509	0.2877	0.4363	0.4292	13.3201
SIG X	10.5237	10.5036	10.5036	10.5036	10.5099	11.0651	10.2224	10.5262	10.5208	10.5036
SIG Y	1.0969	0.5940	0.6614	0.4643	0.6060	12.4567	0.6753	0.7568	0.7404	10.5036
RXY	0.1370	0.1395	0.1581	-0.0038	-0.0193	0.2909	-0.0204	-0.0035	-0.0151	1.0000
N 8-TAUGHT	440.	444.	444.	444.	443.	58.	440.	440.	440.	427.
AVG X	12.8841	12.9099	12.9099	12.9099	12.8849	14.9655	12.8864	12.9364	12.9182	12.9485
AVG Y	4.0136	3.4340	3.2526	0.3063	0.2348	20.5517	0.3023	0.4523	0.4409	13.3326
SIG X	7.3322	7.3054	7.3054	7.3054	7.2946	7.9933	7.2127	7.3068	7.3135	7.3518
SIG Y	1.1049	0.5927	0.6609	0.4615	0.6194	12.8339	0.6897	0.7681	0.7493	10.5128
RXY	0.2125	0.2084	0.1830	0.1682	0.0926	0.1125	0.0440	0.0965	0.1010	0.1951
N 10-TRAVL	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X	1.2195	1.2287	1.2287	1.2287	1.2315	1.7797	1.2240	1.2308	1.2353	1.2173
AVG Y	4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X	1.0232	1.0263	1.0263	1.0263	1.0257	1.0182	1.0244	1.0285	1.0274	1.0298
SIG Y	1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY	0.2822	0.3299	0.3475	-0.0158	0.1917	-0.2093	0.0823	0.0876	0.0731	0.0615
N 11-HUS	427.	430.	430.	430.	429.	56.	426.	426.	426.	413.
AVG X	25.4590	25.7326	25.7326	25.7326	25.7366	124.6964	25.7911	25.9413	25.9648	22.6102
AVG Y	4.0117	3.4347	3.2496	0.3116	0.2238	20.3214	0.2840	0.4319	0.4202	13.4939
SIG X	69.6530	69.8433	69.8433	69.8433	69.9247	154.2653	70.1500	70.1361	70.1297	61.4104
SIG Y	1.0994	0.5927	0.6600	0.4637	0.6047	12.7908	0.6697	0.7523	0.7321	10.6104
RXY	0.4332	0.2639	0.3126	0.0254	0.5954	0.5031	0.5195	0.4215	0.4078	0.0382
N 12-SPOKE	420.	422.	422.	422.	421.	54.	419.	419.	418.	404.
AVG X	4.8905	4.8910	4.8910	4.8910	4.8884	5.6111	4.8831	4.8974	4.8995	4.8589
AVG Y	4.0119	3.4277	3.2458	0.3057	0.2280	20.9444	0.2792	0.4320	0.4234	13.3416
SIG X	1.5097	1.5061	1.5061	1.5061	1.5069	0.9984	1.5086	1.4985	1.4996	1.5117
SIG Y	1.1043	0.5968	0.6640	0.4612	0.6136	13.2912	0.6677	0.7527	0.7330	10.4809
RXY	0.4975	0.5642	0.5069	0.0002	0.1873	0.0879	0.2391	0.2345	0.2482	0.1366

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X VS. Y	RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N 13-HOME	440.	444.	444.	444.	443.	59.	440.	440.	440.	426.
AVG X	2.4568	2.4595	2.4595	2.4595	2.4582	3.5254	2.4455	2.4614	2.4636	2.4343
AVG Y	4.0205	3.4354	3.2566	0.3086	0.2393	20.7458	0.3068	0.4568	0.4455	13.3380
SIG X	1.0578	1.0563	1.0563	1.0563	1.0572	1.2367	1.0486	1.0579	1.0580	1.0388
SIG Y	1.1079	0.5933	0.6600	0.4624	0.6250	12.8097	0.6942	0.7713	0.7527	10.5250
RXY	0.5343	0.3670	0.4386	0.1528	0.4398	0.1979	0.5284	0.5172	0.5439	0.0087
N 14-FRNDS	441.	445.	445.	445.	444.	59.	441.	441.	441.	427.
AVG X	2.8526	2.8629	2.8629	2.8629	2.8626	3.3559	2.8526	2.8639	2.8707	2.8384
AVG Y	4.0227	3.4389	3.2574	0.3079	0.2387	20.7458	0.3061	0.4558	0.4444	13.3138
SIG X	0.8911	0.8937	0.8937	0.8937	0.8947	0.8461	0.8911	0.8942	0.8940	0.8905
SIG Y	1.1076	0.5912	0.6614	0.4621	0.6244	12.8097	0.6936	0.7708	0.7521	10.5151
RXY	0.6136	0.5835	0.5808	0.0751	0.2811	0.1819	0.3416	0.3540	0.3865	0.1428
N 16-S-A	441.	445.	445.	445.	444.	59.	441.	441.	441.	427.
AVG X	3.7256	3.7281	3.7281	3.7281	3.7275	3.8983	3.7256	3.7302	3.7302	3.7237
AVG Y	4.0159	3.4353	3.2542	0.3079	0.2387	20.7458	0.3016	0.4512	0.4399	13.3372
SIG X	0.5514	0.5496	0.5496	0.5496	0.5500	0.3048	0.5514	0.5496	0.5496	0.5554
SIG Y	1.1046	0.5926	0.6611	0.4621	0.6244	12.8097	0.6890	0.7675	0.7487	10.5099
RXY	0.5258	0.7847	0.5803	0.0288	0.1439	0.0948	0.1644	0.1870	0.1952	0.1226
N 16-S-B	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X	3.7647	3.7668	3.7668	3.7668	3.7663	3.9153	3.7647	3.7692	3.7692	3.7617
AVG Y	4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X	0.5250	0.5231	0.5231	0.5231	0.5235	0.3367	0.5250	0.5226	0.5226	0.5250
SIG Y	1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY	0.5309	0.8251	0.5945	0.0181	0.1433	0.0029	0.1731	0.2050	0.2092	0.1442
N 16-S-C	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X	3.4661	3.4709	3.4709	3.4709	3.4697	3.8983	3.4661	3.4706	3.4751	3.4603
AVG Y	4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X	0.7346	0.7330	0.7330	0.7330	0.7334	0.4024	0.7346	0.7348	0.7350	0.7312
SIG Y	1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY	0.6824	0.8832	0.7001	0.1161	0.2324	0.0116	0.2899	0.3142	0.3279	0.1613
N 16-S-D	442.	446.	446.	446.	445.	59.	442.	442.	442.	428.
AVG X	3.2647	3.2713	3.2713	3.2713	3.2719	3.7627	3.2670	3.2692	3.2760	3.2570
AVG Y	4.0204	3.4365	3.2559	0.3072	0.2382	20.7458	0.3054	0.4548	0.4434	13.3201
SIG X	0.8138	0.8131	0.8131	0.8131	0.8139	0.5675	0.8144	0.8151	0.8142	0.8180
SIG Y	1.1074	0.5926	0.6613	0.4618	0.6238	12.8097	0.6930	0.7702	0.7515	10.5036
RXY	0.6432	0.8674	0.6325	0.0529	0.2936	0.0698	0.2932	0.2922	0.3072	0.1095
N 16-S-E	441.	445.	445.	445.	444.	59.	441.	441.	441.	427.
AVG X	2.9365	2.9438	2.9438	2.9438	2.9459	3.5424	2.9365	2.9410	2.9524	2.9274
AVG Y	4.0227	3.4364	3.2559	0.3056	0.2387	20.7458	0.3061	0.4558	0.4444	13.3396
SIG X	0.8663	0.8668	0.8668	0.8668	0.8666	0.7269	0.8663	0.8666	0.8634	0.8677
SIG Y	1.1076	0.5932	0.6621	0.4612	0.6244	12.8097	0.6936	0.7708	0.7521	10.5082
RXY	0.7002	0.8634	0.6490	0.0656	0.3285	0.1539	0.3426	0.3227	0.3547	0.0748

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X VS. Y		RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N	17-L-A	439.	443.	443.	443.	442.	59.	439.	439.	439.	426.
AVG X		3.5034	3.5079	3.5079	3.5079	3.5068	3.8983	3.5034	3.5103	3.5125	3.4930
AVG Y		4.0251	3.4377	3.2582	0.3070	0.2398	20.7458	0.3075	0.4579	0.4465	13.3498
SIG X		0.6406	0.6394	0.6394	0.6394	0.6397	0.3569	0.6406	0.6405	0.6405	0.6444
SIG Y		1.1070	0.5898	0.6586	0.4618	0.6256	12.8097	0.6949	0.7719	0.7532	10.5137
RXY		0.6196	0.6540	0.8514	0.0531	0.2396	0.0998	0.2926	0.3207	0.3244	0.1832
N	17-L-B	439.	443.	443.	443.	442.	59.	439.	439.	439.	425.
AVG X		3.0979	3.0993	3.0993	3.0993	3.0973	3.8305	3.0911	3.1048	3.1093	3.0871
AVG Y		4.0182	3.4332	3.2548	0.3047	0.2398	20.7458	0.3075	0.4579	0.4465	13.3624
SIG X		0.7775	0.7781	0.7781	0.7781	0.7778	0.4215	0.7769	0.7781	0.7745	0.7737
SIG Y		1.1102	0.5931	0.6625	0.4608	0.6256	12.8097	0.6949	0.7719	0.7532	10.5229
RXY		0.7253	0.6644	0.8877	0.0794	0.3527	0.0781	0.4470	0.5091	0.4797	0.1433
N	17-L-C	437.	441.	441.	441.	440.	59.	437.	437.	437.	423.
AVG X		3.1487	3.1542	3.1542	3.1542	3.1523	3.8136	3.1465	3.1579	3.1579	3.1442
AVG Y		4.0297	3.4390	3.2565	0.3084	0.2409	20.7458	0.3089	0.4554	0.4439	13.3593
SIG X		0.8033	0.8027	0.8027	0.8027	0.8026	0.4345	0.8023	0.8044	0.8044	0.8002
SIG Y		1.1032	0.5874	0.6540	0.4624	0.6268	12.8097	0.6961	0.7698	0.7510	10.5295
RXY		0.7145	0.6775	0.9215	0.0492	0.3299	0.0688	0.4034	0.4429	0.4305	0.1300
N	17-L-D	441.	445.	445.	445.	444.	59.	441.	441.	441.	427.
AVG X		3.2653	3.2697	3.2697	3.2697	3.2680	3.8305	3.2630	3.2721	3.2744	3.2576
AVG Y		4.0227	3.4380	3.2557	0.3079	0.2387	20.7458	0.3061	0.4558	0.4444	13.3279
SIG X		0.7385	0.7377	0.7377	0.7377	0.7377	0.3784	0.7378	0.7375	0.7382	0.7406
SIG Y		1.1076	0.5925	0.6621	0.4621	0.6244	12.8097	0.6936	0.7708	0.7521	10.5147
RXY		0.6512	0.6474	0.8792	0.0136	0.3116	0.0941	0.3886	0.4210	0.4225	0.1230
N	17-L-E	440.	444.	444.	444.	443.	59.	440.	440.	440.	426.
AVG X		3.2455	3.2477	3.2477	3.2477	3.2460	3.8475	3.2409	3.2477	3.2523	3.2394
AVG Y		4.0227	3.4372	3.2541	0.3086	0.2393	20.7458	0.3068	0.4568	0.4455	13.3310
SIG X		0.7806	0.7789	0.7789	0.7789	0.7789	0.3626	0.7791	0.7813	0.7799	0.7845
SIG Y		1.1089	0.5929	0.6619	0.4624	0.6250	12.8097	0.6942	0.7713	0.7527	10.5269
RXY		0.6831	0.6566	0.8672	0.1132	0.2738	0.1400	0.3811	0.4128	0.3980	0.1217
N	URBAN	433.	436.	436.	436.	435.	54.	432.	432.	432.	418.
AVG X		1.8060	1.8050	1.8050	1.8050	1.8046	2.0185	1.8032	1.8056	1.8079	1.8086
AVG Y		4.0369	3.4328	3.2512	0.3119	0.2253	20.8889	0.2986	0.4491	0.4398	13.3373
SIG X		0.8047	0.8029	0.8029	0.8029	0.8038	0.8124	0.8035	0.8026	0.8018	0.8027
SIG Y		1.1024	0.5929	0.6650	0.4638	0.6108	12.9828	0.6888	0.7690	0.7500	10.5555
RXY		0.1816	0.2187	0.1833	0.0217	0.0711	-0.1250	0.0854	0.1380	0.1486	0.0617
N	ENROLL	440.	444.	444.	444.	443.	59.	440.	440.	440.	426.
AVG X		1029.4341	1027.8131	1027.8131	1027.8131	1025.2664	1377.1017	1028.8841	1031.3568	1031.0773	1026.0610
AVG Y		4.0227	3.4372	3.2566	0.3086	0.2393	20.7458	0.3068	0.4568	0.4455	13.3451
SIG X		637.2879	635.9504	635.9504	635.9504	634.3988	709.9814	634.6140	637.3398	637.5641	635.0805
SIG Y		1.1089	0.5935	0.6624	0.4624	0.6250	12.8097	0.6942	0.7713	0.7527	10.5219
RXY		0.3169	0.3014	0.3038	0.0585	0.1822	-0.0231	0.1840	0.2376	0.2442	0.1054

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X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	RATING	440.	442.	427.	420.	440.	441.	441.	442.	442.	442.
AVG X		4.0136	4.0204	4.0117	4.0119	4.0205	4.0227	4.0159	4.0204	4.0204	4.0204
AVG Y		12.8841	1.2195	25.4590	4.8905	2.4568	2.8526	3.7256	3.7647	3.4661	3.2647
SIG X		1.1049	1.1074	1.0994	1.1043	1.1079	1.1076	1.1046	1.1074	1.1074	1.1074
SIG Y		7.3322	1.0232	69.6530	1.5097	1.0578	0.8911	0.5514	0.5250	0.7346	0.8138
RXY		0.2125	0.2822	0.4332	0.4975	0.5343	0.6136	0.5258	0.5309	0.6824	0.6432
N	S-SCALE	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		3.4340	3.4365	3.4347	3.4277	3.4354	3.4389	3.4353	3.4365	3.4365	3.4365
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		0.5927	0.5926	0.5927	0.5968	0.5933	0.5912	0.5926	0.5926	0.5926	0.5926
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.2084	0.3299	0.2639	0.5642	0.3670	0.5835	0.7847	0.8251	0.8832	0.8674
N	L-SCALE	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		3.2526	3.2559	3.2496	3.2458	3.2566	3.2574	3.2542	3.2559	3.2559	3.2559
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		0.6609	0.6613	0.6600	0.6640	0.6600	0.6614	0.6611	0.6613	0.6613	0.6613
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.1830	0.3475	0.3126	0.5069	0.4386	0.5808	0.5803	0.5945	0.7001	0.6325
N	SEX(M)	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		0.3063	0.3072	0.3116	0.3057	0.3086	0.3079	0.3079	0.3072	0.3072	0.3072
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		0.4615	0.4618	0.4637	0.4612	0.4624	0.4621	0.4621	0.4618	0.4618	0.4618
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.1682	-0.0158	0.0254	0.0002	0.1528	0.0751	0.0288	0.0181	0.1161	0.0529
N	2-PLACE	443.	445.	429.	421.	443.	444.	444.	445.	445.	445.
AVG X		0.2348	0.2382	0.2238	0.2280	0.2393	0.2387	0.2387	0.2382	0.2382	0.2382
AVG Y		12.8849	1.2315	25.7366	4.8884	2.4582	2.8626	3.7275	3.7663	3.4697	3.2719
SIG X		0.6194	0.6238	0.6047	0.6136	0.6250	0.6244	0.6244	0.6238	0.6238	0.6238
SIG Y		7.2946	1.0257	69.9247	1.5069	1.0572	0.8947	0.5500	0.5235	0.7334	0.8139
RXY		0.0926	0.1917	0.5954	0.1873	0.4398	0.2811	0.1439	0.1433	0.2324	0.2936
N	3-AGE	58.	59.	56.	54.	59.	59.	59.	59.	59.	59.
AVG X		20.5517	20.7458	20.3214	20.9444	20.7458	20.7458	20.7458	20.7458	20.7458	20.7458
AVG Y		14.9655	1.7797	124.6964	5.6111	3.5254	3.3559	3.8983	3.9153	3.8983	3.7627
SIG X		12.8339	12.8097	12.7908	13.2912	12.8097	12.8097	12.8097	12.8097	12.8097	12.8097
SIG Y		7.9933	1.0182	154.2653	0.9984	1.2367	0.8461	0.3048	0.3367	0.4024	0.5675
RXY		0.1125	-0.2093	0.5031	0.0879	0.1979	0.1819	0.0948	0.0029	0.0116	0.0698
N	4-N.LANG	440.	442.	426.	419.	440.	441.	441.	442.	442.	442.
AVG X		0.3023	0.3054	0.2840	0.2792	0.3068	0.3061	0.3016	0.3054	0.3054	0.3054
AVG Y		12.8864	1.2240	25.7911	4.8831	2.4455	2.8526	3.7256	3.7647	3.4661	3.2670
SIG X		0.6897	0.6930	0.6697	0.6677	0.6942	0.6936	0.6890	0.6930	0.6930	0.6930
SIG Y		7.2127	1.0244	70.1500	1.5086	1.0486	0.8911	0.5514	0.5250	0.7346	0.8144
RXY		0.0440	0.0823	0.5195	0.2391	0.5284	0.3416	0.1644	0.1731	0.2899	0.2932

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X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	5-M.LANG	440.	442.	426.	419.	440.	441.	441.	442.	442.	442.
AVG X		0.4523	0.4548	0.4319	0.4320	0.4568	0.4558	0.4512	0.4548	0.4548	0.4548
AVG Y		12.9364	1.2308	25.9413	4.8974	2.4614	2.8639	3.7302	3.7692	3.4706	3.2692
SIG X		0.7681	0.7702	0.7523	0.7527	0.7713	0.7708	0.7675	0.7702	0.7702	0.7702
SIG Y		7.3068	1.0285	70.1361	1.4985	1.0579	0.8942	0.5496	0.5226	0.7348	0.8151
RXY		0.0965	0.0876	0.4215	0.2345	0.5172	0.3540	0.1870	0.2050	0.3142	0.2922
N	6-F.LANG	440.	442.	426.	418.	440.	441.	441.	442.	442.	442.
AVG X		0.4409	0.4434	0.4202	0.4234	0.4455	0.4444	0.4399	0.4434	0.4434	0.4434
AVG Y		12.9182	1.2353	25.9648	4.8995	2.4636	2.8707	3.7302	3.7692	3.4751	3.2760
SIG X		0.7493	0.7515	0.7321	0.7330	0.7527	0.7521	0.7487	0.7515	0.7515	0.7515
SIG Y		7.3135	1.0274	70.1297	1.4996	1.0580	0.8940	0.5496	0.5226	0.7350	0.8142
RXY		0.1010	0.0731	0.4078	0.2482	0.5439	0.3865	0.1952	0.2092	0.3279	0.3072
N	7-SEMEST	427.	428.	413.	404.	426.	427.	427.	428.	428.	428.
AVG X		13.3326	13.3201	13.4939	13.3416	13.3380	13.3138	13.3372	13.3201	13.3201	13.3201
AVG Y		12.9485	1.2173	22.6102	4.8589	2.4343	2.8384	3.7237	3.7617	3.4603	3.2570
SIG X		10.5128	10.5036	10.6104	10.4809	10.5250	10.5151	10.5099	10.5036	10.5036	10.5036
SIG Y		7.3518	1.0298	61.4104	1.5117	1.0388	0.8905	0.5554	0.5250	0.7312	0.8180
RXY		0.1951	0.0615	0.0382	0.1366	0.0087	0.1428	0.1226	0.1442	0.1613	0.1095
N	8-TAUGHT	444.	444.	428.	420.	442.	443.	443.	444.	444.	444.
AVG X		12.9099	12.9099	12.9813	12.9810	12.9208	12.9345	12.9233	12.9099	12.9099	12.9099
AVG Y		12.9099	1.2297	24.9439	4.8976	2.4548	2.8600	3.7269	3.7658	3.4685	3.2680
SIG X		7.3054	7.3054	7.3488	7.3315	7.3027	7.2952	7.3082	7.3054	7.3054	7.3054
SIG Y		7.3054	1.0263	67.7474	1.4967	1.0558	0.8941	0.5505	0.5240	0.7338	0.8134
RXY		1.0000	0.0684	0.0790	0.1179	0.0376	0.0926	0.1326	0.2032	0.1843	0.2362
N	10-TRAVL	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		1.2297	1.2287	1.2535	1.2299	1.2275	1.2315	1.2315	1.2287	1.2287	1.2287
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		1.0263	1.0263	1.0166	1.0138	1.0235	1.0257	1.0257	1.0263	1.0263	1.0263
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.0684	1.0000	0.1796	0.4598	0.1432	0.2705	0.2198	0.2838	0.3136	0.2648
N	11-MOS	428.	430.	430.	411.	428.	429.	430.	430.	430.	430.
AVG X		24.9439	25.7326	25.7326	25.5815	25.7126	25.7925	25.7326	25.7326	25.7326	25.7326
AVG Y		12.9813	1.2535	25.7326	4.9440	2.4322	2.8508	3.7256	3.7651	3.4698	3.2698
SIG X		67.7474	69.8433	69.8433	70.1847	69.9779	69.9137	69.8433	69.8433	69.8433	69.8433
SIG Y		7.3488	1.0166	69.8433	1.4464	1.0481	0.8945	0.5497	0.5273	0.7340	0.8118
RXY		0.0790	0.1796	1.0000	0.2199	0.3878	0.2313	0.1527	0.1394	0.2244	0.2372
N	12-SPOKE	420.	422.	411.	422.	420.	421.	422.	422.	422.	422.
AVG X		4.8976	4.8910	4.9440	4.8910	4.8905	4.9002	4.8910	4.8910	4.8910	4.8910
AVG Y		12.9810	1.2299	25.5815	4.8910	2.4357	2.8480	3.7227	3.7583	3.4645	3.2607
SIG X		1.4967	1.5061	1.4464	1.5061	1.5097	1.4959	1.5061	1.5061	1.5061	1.5061
SIG Y		7.3315	1.0138	70.1847	1.5061	1.0401	0.8974	0.5569	0.5324	0.7342	0.8175
RXY		0.1179	0.4598	0.2199	1.0000	0.2402	0.4356	0.4482	0.5002	0.5249	0.4495

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X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	13-HOME	442.	444.	428.	420.	444.	443.	443.	444.	444.	444.
AVG X		2.4548	2.4595	2.4322	2.4357	2.4595	2.4628	2.4560	2.4595	2.4595	2.4595
AVG Y		12.9208	1.2275	25.7126	4.8905	2.4595	2.8623	3.7269	3.7658	3.4707	3.2703
SIG X		1.0558	1.0563	1.0481	1.0401	1.0563	1.0552	1.0549	1.0563	1.0563	1.0563
SIG Y		7.3027	1.0235	69.9779	1.5097	1.0563	0.8932	0.5505	0.5240	0.7339	0.8141
RXY		0.0376	0.1432	0.3878	0.2402	1.0000	0.4927	0.2695	0.2030	0.3231	0.3094
N	14-FRNDS	443.	445.	429.	421.	443.	445.	444.	445.	445.	445.
AVG X		2.8600	2.8629	2.8508	2.8480	2.8623	2.8629	2.8604	2.8629	2.8629	2.8629
AVG Y		12.9345	1.2315	25.7925	4.9002	2.4628	2.8629	3.7297	3.7685	3.4742	3.2742
SIG X		0.8941	0.8937	0.8945	0.8974	0.8932	0.8937	0.8931	0.8937	0.8937	0.8937
SIG Y		7.2952	1.0257	69.9137	1.4959	1.0552	0.8937	0.5491	0.5224	0.7305	0.8117
RXY		0.0926	0.2705	0.2313	0.4356	0.4927	1.0000	0.4062	0.4384	0.5241	0.5393
N	16-S-A	443.	445.	430.	422.	443.	444.	445.	445.	445.	445.
AVG X		3.7269	3.7281	3.7256	3.7227	3.7269	3.7297	3.7281	3.7281	3.7281	3.7281
AVG Y		12.9233	1.2315	25.7326	4.8910	2.4560	2.8604	3.7281	3.7663	3.4697	3.2697
SIG X		0.5505	0.5496	0.5497	0.5569	0.5505	0.5491	0.5496	0.5496	0.5496	0.5496
SIG Y		7.3082	1.0257	69.8433	1.5061	1.0549	0.8931	0.5496	0.5235	0.7334	0.8132
RXY		0.1326	0.2198	0.1527	0.4482	0.2695	0.4062	1.0000	0.7415	0.6752	0.5222
N	16-S-B	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		3.7658	3.7668	3.7651	3.7583	3.7658	3.7685	3.7663	3.7668	3.7668	3.7668
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		0.5240	0.5231	0.5273	0.5324	0.5240	0.5224	0.5235	0.5231	0.5231	0.5231
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.2032	0.2838	0.1394	0.5002	0.2030	0.4384	0.7415	1.0000	0.7148	0.6352
N	16-S-C	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		3.4685	3.4709	3.4698	3.4645	3.4707	3.4742	3.4697	3.4709	3.4709	3.4709
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		0.7338	0.7330	0.7340	0.7342	0.7339	0.7305	0.7334	0.7330	0.7330	0.7330
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.1843	0.3136	0.2244	0.5249	0.3231	0.5241	0.6752	0.7148	1.0000	0.6712
N	16-S-D	444.	446.	430.	422.	444.	445.	445.	446.	446.	446.
AVG X		3.2680	3.2713	3.2698	3.2607	3.2703	3.2742	3.2697	3.2713	3.2713	3.2713
AVG Y		12.9099	1.2287	25.7326	4.8910	2.4595	2.8629	3.7281	3.7668	3.4709	3.2713
SIG X		0.8134	0.8131	0.8118	0.8175	0.8141	0.8117	0.8132	0.8131	0.8131	0.8131
SIG Y		7.3054	1.0263	69.8433	1.5061	1.0563	0.8937	0.5496	0.5231	0.7330	0.8131
RXY		0.2362	0.2646	0.2372	0.4495	0.3094	0.5393	0.5222	0.6352	0.6712	1.0000
N	16-S-E	443.	445.	429.	421.	443.	444.	444.	445.	445.	445.
AVG X		2.9391	2.9438	2.9417	2.9311	2.9413	2.9459	2.9414	2.9438	2.9438	2.9438
AVG Y		12.9233	1.2247	25.7366	4.8907	2.4582	2.8649	3.7275	3.7663	3.4719	3.2719
SIG X		0.8658	0.8668	0.8613	0.8688	0.8673	0.8666	0.8663	0.8668	0.8668	0.8668
SIG Y		7.3082	1.0240	69.9247	1.5079	1.0572	0.8938	0.5500	0.5235	0.7335	0.8139
RXY		0.1301	0.3035	0.3107	0.4777	0.3971	0.5239	0.5396	0.5467	0.6865	0.7464

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

SPANISH TEACHERS

X VS. Y		8-TAUGHT	10-TRAVL	11-MUS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	17-L-A	441.	443.	427.	419.	441.	442.	442.	443.	443.	443.
AVG X		3.5057	3.5079	3.5012	3.5012	3.5079	3.5090	3.5068	3.5079	3.5079	3.5079
AVG Y		12.9025	1.2348	25.8759	4.8998	2.4626	2.8643	3.7285	3.7698	3.4740	3.2709
SIG X		0.6400	0.6394	0.6441	0.6466	0.6400	0.6397	0.6397	0.6394	0.6394	0.6394
SIG Y		7.2912	1.0263	70.0664	1.4994	1.0570	0.8958	0.5500	0.5178	0.7252	0.8121
RXY		0.1625	0.2936	0.2188	0.4690	0.3339	0.5166	0.5530	0.5658	0.6018	0.5448
N	17-L-B	441.	443.	427.	419.	441.	442.	442.	443.	443.	443.
AVG X		3.0952	3.0993	3.0913	3.0907	3.0998	3.0995	3.0973	3.0993	3.0993	3.0993
AVG Y		12.8776	1.2325	25.7775	4.8878	2.4649	2.8597	3.7262	3.7652	3.4673	3.2664
SIG X		0.7775	0.7781	0.7774	0.7773	0.7770	0.7790	0.7778	0.7781	0.7781	0.7781
SIG Y		7.3096	1.0279	70.0732	1.5105	1.0571	0.8951	0.5510	0.5245	0.7342	0.8136
RXY		0.1792	0.3105	0.3251	0.4753	0.4387	0.5437	0.5120	0.5229	0.6274	0.5549
N	17-L-C	439.	441.	425.	417.	439.	440.	440.	441.	441.	441.
AVG X		3.1503	3.1542	3.1435	3.1415	3.1549	3.1568	3.1523	3.1542	3.1542	3.1542
AVG Y		12.9180	1.2222	25.8965	4.8969	2.4647	2.8659	3.7295	3.7687	3.4739	3.2744
SIG X		0.8025	0.8027	0.8013	0.8096	0.8016	0.8017	0.8026	0.8027	0.8027	0.8027
SIG Y		7.3387	1.0183	70.2306	1.5021	1.0568	0.8968	0.5459	0.5188	0.7261	0.8088
RXY		0.1700	0.3417	0.2957	0.4568	0.4080	0.5362	0.5205	0.5225	0.6347	0.5648
N	17-L-D	443.	445.	429.	421.	443.	444.	444.	445.	445.	445.
AVG X		3.2664	3.2697	3.2657	3.2589	3.2709	3.2703	3.2680	3.2697	3.2697	3.2697
AVG Y		12.9323	1.2292	25.7855	4.8931	2.4605	2.8649	3.7275	3.7663	3.4742	3.2742
SIG X		0.7377	0.7377	0.7358	0.7413	0.7361	0.7384	0.7377	0.7377	0.7377	0.7377
SIG Y		7.2984	1.0274	69.9161	1.5073	1.0573	0.8938	0.5500	0.5235	0.7305	0.8117
RXY		0.1273	0.3016	0.2717	0.4105	0.3917	0.4932	0.4919	0.5134	0.5939	0.5533
N	17-L-E	442.	444.	428.	420.	442.	443.	443.	444.	444.	444.
AVG X		3.2443	3.2477	3.2453	3.2357	3.2489	3.2506	3.2460	3.2477	3.2477	3.2477
AVG Y		12.9253	1.2320	25.8364	4.8929	2.4638	2.8646	3.7269	3.7658	3.4730	3.2725
SIG X		0.7790	0.7789	0.7762	0.7811	0.7776	0.7775	0.7789	0.7789	0.7789	0.7789
SIG Y		7.3052	1.0268	69.9900	1.5091	1.0562	0.8948	0.5505	0.5240	0.7309	0.8119
RXY		0.1678	0.2864	0.2627	0.4122	0.3727	0.4782	0.4789	0.4909	0.6224	0.5676
N	URBAN	434.	436.	420.	414.	434.	435.	435.	436.	436.	436.
AVG X		1.8041	1.8050	1.8048	1.8164	1.8088	1.8069	1.8023	1.8050	1.8050	1.8050
AVG Y		12.9677	1.2317	25.8405	4.8889	2.4516	2.8575	3.7264	3.7661	3.4656	3.2661
SIG X		0.8047	0.8029	0.7997	0.8056	0.8029	0.8029	0.8018	0.8029	0.8029	0.8029
SIG Y		7.3490	1.0279	70.3630	1.5045	1.0567	0.8944	0.5524	0.5211	0.7342	0.8125
RXY		0.1755	0.0632	0.0747	0.1549	0.0884	0.1734	0.1481	0.1764	0.2440	0.1784
N	ENROLL	442.	444.	428.	421.	442.	443.	443.	444.	444.	444.
AVG X		1026.0837	1027.8131	1026.1659	1026.4988	1031.0860	1029.7404	1025.2077	1027.8131	1027.8131	1027.8131
AVG Y		12.9457	1.2320	25.8458	4.8907	2.4615	2.8646	3.7269	3.7658	3.4707	3.2748
SIG X		636.7276	635.9504	627.2341	622.0442	635.5007	635.3699	634.2927	635.9504	635.9504	635.9504
SIG Y		7.2997	1.0268	69.9868	1.5079	1.0582	0.8948	0.5505	0.5240	0.7339	0.8125
RXY		0.3208	0.1172	0.1481	0.2116	0.1690	0.2555	0.2012	0.2306	0.3113	0.2678

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SPANISH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N.	RATING	441.	439.	439.	437.	441.	440.	433.	440.
AVG X		4.0227	4.0251	4.0182	4.0297	4.0227	4.0227	4.0069	4.0227
AVG Y		2.9365	3.5034	3.0979	3.1487	3.2653	3.2455	1.8060	1029.4341
SIG X		1.1076	1.1070	1.1102	1.1032	1.1076	1.1089	1.1024	1.1089
SIG Y		0.8663	0.6406	0.7775	0.8033	0.7385	0.7806	0.8047	637.2879
RXY		0.7002	0.6196	0.7253	0.7145	0.6512	0.6831	0.1816	0.3169
N	S-SCALE	445.	443.	443.	441.	445.	444.	436.	444.
AVG X		3.4364	3.4377	3.4352	3.4390	3.4380	3.4372	3.4328	3.4372
AVG Y		2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X		0.5932	0.5898	0.5931	0.5874	0.5925	0.5929	0.5929	0.5935
SIG Y		0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY		0.8634	0.6540	0.6644	0.6775	0.6474	0.6566	0.2187	0.3014
N	L-SCALE	445.	443.	443.	441.	445.	444.	436.	444.
AVG X		3.2559	3.2582	3.2548	3.2565	3.2557	3.2541	3.2512	3.2566
AVG Y		2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X		0.6621	0.6586	0.6625	0.6540	0.6621	0.6619	0.6650	0.6624
SIG Y		0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY		0.6490	0.8514	0.8877	0.9215	0.8792	0.8672	0.1833	0.3038
N	SEX(M)	445.	443.	443.	441.	445.	444.	436.	444.
AVG X		0.3056	0.3070	0.3047	0.3084	0.3079	0.3086	0.3119	0.3086
AVG Y		2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X		0.4612	0.4618	0.4608	0.4624	0.4621	0.4624	0.4638	0.4624
SIG Y		0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY		0.0656	0.0531	0.0794	0.0492	0.0136	0.1132	0.0217	0.0585
N	2-PLACE	444.	442.	442.	440.	444.	443.	435.	443.
AVG X		0.2387	0.2398	0.2398	0.2409	0.2387	0.2393	0.2253	0.2393
AVG Y		2.9459	3.5068	3.0973	3.1523	3.2680	3.2460	1.8046	1025.2664
SIG X		0.6244	0.6256	0.6256	0.6268	0.6244	0.6250	0.6108	0.6250
SIG Y		0.8666	0.6397	0.7778	0.8026	0.7377	0.7789	0.8038	634.3988
RXY		0.3285	0.2396	0.3527	0.3294	0.3116	0.2738	0.0711	0.1822
N	3-AGE	59.	59.	59.	59.	59.	59.	54.	59.
AVG X		20.7458	20.7458	20.7458	20.7458	20.7458	20.7458	20.8889	20.7458
AVG Y		3.5424	3.8983	3.8305	3.8136	3.8305	3.8475	2.0185	1377.1017
SIG X		12.8097	12.8097	12.8097	12.8097	12.8097	12.8097	12.9828	12.8097
SIG Y		0.7269	0.3569	0.4215	0.4345	0.3784	0.3626	0.8124	709.9814
RXY		0.1539	0.0998	0.0781	0.0688	0.0941	0.1400	-0.1250	-0.0231
N	4-N.LANG	441.	439.	439.	437.	441.	440.	432.	440.
AVG X		0.3061	0.3075	0.3075	0.3089	0.3061	0.3068	0.2986	0.3068
AVG Y		2.9365	3.5034	3.0911	3.1465	3.2630	3.2409	1.8032	1028.8841
SIG X		0.6936	0.6949	0.6949	0.6961	0.6936	0.6942	0.6888	0.6942
SIG Y		0.8663	0.6406	0.7769	0.8023	0.7378	0.7791	0.8035	634.6140
RXY		0.3426	0.2926	0.4470	0.4034	0.3886	0.3811	0.0854	0.1840

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SPANISH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	5-M.LANG	441.	439.	439.	437.	441.	440.	432.	440.
AVG X		0.4558	0.4579	0.4579	0.4554	0.4558	0.4568	0.4491	0.4568
AVG Y		2.9410	3.5103	3.1048	3.1579	3.2721	3.2477	1.8056	1031.3568
SIG X		0.7708	0.7719	0.7719	0.7698	0.7708	0.7713	0.7690	0.7713
SIG Y		0.8666	0.6405	0.7781	0.8044	0.7375	0.7813	0.8026	637.3398
RXY		0.3227	0.3207	0.5091	0.4429	0.4210	0.4128	0.1380	0.2376
N	6-F.LANG	441.	439.	439.	437.	441.	440.	432.	440.
AVG X		0.4444	0.4465	0.4465	0.4439	0.4444	0.4455	0.4398	0.4455
AVG Y		2.9524	3.5125	3.1093	3.1579	3.2744	3.2523	1.8079	1031.0773
SIG X		0.7521	0.7532	0.7532	0.7510	0.7521	0.7527	0.7500	0.7527
SIG Y		0.8634	0.6405	0.7745	0.8044	0.7382	0.7799	0.8018	637.5641
RXY		0.3547	0.3244	0.4797	0.4305	0.4225	0.3980	0.1486	0.2442
N	7-SEMEST	427.	426.	425.	423.	427.	426.	418.	426.
AVG X		13.3396	13.3498	13.3624	13.3593	13.3279	13.3310	13.3373	13.3451
AVG Y		2.9274	3.4930	3.0871	3.1442	3.2576	3.2394	1.8086	1026.0610
SIG X		10.5082	10.5137	10.5229	10.5295	10.5147	10.5269	10.5555	10.5219
SIG Y		0.8677	0.6444	0.7737	0.8002	0.7406	0.7845	0.8027	635.0805
RXY		0.0748	0.1832	0.1433	0.1300	0.1230	0.1217	0.0617	0.1054
N	8-TAUGHT	443.	441.	441.	439.	443.	442.	434.	442.
AVG X		12.9233	12.9025	12.8776	12.9180	12.9323	12.9253	12.9677	12.9457
AVG Y		2.9391	3.5057	3.0952	3.1503	3.2664	3.2443	1.8041	1026.0837
SIG X		7.3082	7.2912	7.3096	7.3387	7.2984	7.3052	7.3490	7.2997
SIG Y		0.8658	0.6400	0.7775	0.8025	0.7377	0.7790	0.8047	636.7276
RXY		0.1301	0.1625	0.1792	0.1700	0.1273	0.1678	0.1755	0.3208
N	10-TRAVL	445.	443.	443.	441.	445.	444.	436.	444.
AVG X		1.2247	1.2348	1.2325	1.2222	1.2292	1.2320	1.2317	1.2320
AVG Y		2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X		1.0240	1.0263	1.0279	1.0183	1.0274	1.0268	1.0279	1.0268
SIG Y		0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY		0.3035	0.2936	0.3105	0.3417	0.3016	0.2864	0.0632	0.1172
N	11-MUS	429.	427.	427.	425.	429.	428.	420.	428.
AVG X		25.7366	25.8759	25.7775	25.8965	25.7855	25.8364	25.8405	25.8458
AVG Y		2.9417	3.5012	3.0913	3.1435	3.2657	3.2453	1.8048	1026.1659
SIG X		69.9247	70.0664	70.0732	70.2306	69.9161	69.9900	70.3630	69.9868
SIG Y		0.8613	0.6441	0.7774	0.8013	0.7358	0.7762	0.7997	627.2341
RXY		0.3107	0.2188	0.3251	0.2957	0.2717	0.2627	0.0747	0.1481
N	12-SPOKE	421.	419.	419.	417.	421.	420.	414.	421.
AVG X		4.8907	4.8998	4.8878	4.8969	4.8931	4.8929	4.8889	4.8907
AVG Y		2.9311	3.5012	3.0907	3.1415	3.2589	3.2357	1.8164	1026.4988
SIG X		1.5079	1.4994	1.5105	1.5021	1.5073	1.5091	1.5045	1.5079
SIG Y		0.8688	0.6466	0.7773	0.8096	0.7413	0.7811	0.8056	622.0442
RXY		0.4777	0.4690	0.4753	0.4568	0.4105	0.4122	0.1549	0.2116

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X VS. Y	16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N 13-HOME	443.	441.	441.	439.	443.	442.	434.	442.
AVG X	2.4582	2.4626	2.4649	2.4647	2.4605	2.4638	2.4516	2.4615
AVG Y	2.9413	3.5079	3.0998	3.1549	3.2709	3.2489	1.8088	1031.0860
SIG X	1.0572	1.0570	1.0571	1.0568	1.0573	1.0562	1.0567	1.0582
SIG Y	0.8673	0.6400	0.7770	0.8016	0.7361	0.7776	0.8029	635.5007
RXY	0.3971	0.3339	0.4387	0.4080	0.3917	0.3727	0.0884	0.1690
N 14-FRNDS	444.	442.	442.	440.	444.	443.	435.	443.
AVG X	2.8649	2.8643	2.8597	2.8659	2.8649	2.8646	2.8575	2.8646
AVG Y	2.9459	3.5090	3.0995	3.1568	3.2703	3.2506	1.8069	1029.7404
SIG X	0.8938	0.8958	0.8951	0.8968	0.8938	0.8948	0.8944	0.8948
SIG Y	0.8666	0.6397	0.7790	0.8017	0.7384	0.7775	0.8029	635.3699
RXY	0.5239	0.5166	0.5437	0.5362	0.4932	0.4782	0.1734	0.2555
N 16-S-A	444.	442.	442.	440.	444.	443.	435.	443.
AVG X	3.7275	3.7285	3.7262	3.7295	3.7275	3.7269	3.7264	3.7269
AVG Y	2.9414	3.5068	3.0973	3.1523	3.2680	3.2460	1.8023	1025.2077
SIG X	0.5500	0.5500	0.5510	0.5459	0.5500	0.5505	0.5524	0.5505
SIG Y	0.8663	0.6397	0.7778	0.8026	0.7377	0.7789	0.8018	634.2927
RXY	0.5396	0.5530	0.5120	0.5205	0.4919	0.4789	0.1481	0.2012
N 16-S-B	445.	443.	443.	441.	445.	444.	436.	444.
AVG X	3.7663	3.7698	3.7652	3.7687	3.7663	3.7658	3.7661	3.7658
AVG Y	2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X	0.5235	0.5178	0.5245	0.5188	0.5235	0.5240	0.5211	0.5240
SIG Y	0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY	0.5467	0.5658	0.5229	0.5225	0.5134	0.4909	0.1764	0.2306
N 16-S-C	445.	443.	443.	441.	445.	444.	436.	444.
AVG X	3.4719	3.4740	3.4673	3.4739	3.4742	3.4730	3.4656	3.4707
AVG Y	2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X	0.7335	0.7252	0.7342	0.7261	0.7305	0.7309	0.7342	0.7339
SIG Y	0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY	0.6865	0.6018	0.6274	0.6347	0.5939	0.6224	0.2440	0.3113
N 16-S-D	445.	443.	443.	441.	445.	444.	436.	444.
AVG X	3.2719	3.2709	3.2664	3.2744	3.2742	3.2725	3.2661	3.2748
AVG Y	2.9438	3.5079	3.0993	3.1542	3.2697	3.2477	1.8050	1027.8131
SIG X	0.8139	0.8121	0.8136	0.8088	0.8117	0.8119	0.8125	0.8125
SIG Y	0.8668	0.6394	0.7781	0.8027	0.7377	0.7789	0.8029	635.9504
RXY	0.7464	0.5448	0.5549	0.5648	0.5533	0.5676	0.1784	0.2678
N 16-S-E	445.	442.	442.	441.	444.	443.	435.	443.
AVG X	2.9438	2.9434	2.9389	2.9478	2.9459	2.9458	2.9379	2.9458
AVG Y	2.9438	3.5068	3.0995	3.1542	3.2703	3.2483	1.8069	1029.5711
SIG X	0.8668	0.8671	0.8668	0.8658	0.8666	0.8676	0.8684	0.8676
SIG Y	0.8668	0.6397	0.7790	0.8027	0.7384	0.7797	0.8029	635.5884
RXY	1.0000	0.5219	0.5799	0.5970	0.5732	0.5885	0.1744	0.2516

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

SPANISH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	17-L-A	442.	443.	442.	439.	442.	442.	433.	441.
AVG X		3.5068	3.5079	3.5068	3.5103	3.5068	3.5068	3.5081	3.5102
AVG Y		2.9434	3.5079	3.1041	3.1595	3.2692	3.2511	1.8037	1025.6304
SIG X		0.6397	0.6394	0.6397	0.6297	0.6397	0.6397	0.6423	0.6400
SIG Y		0.8671	0.6394	0.7726	0.7979	0.7392	0.7783	0.8026	633.1911
RXY		0.5219	1.0000	0.7373	0.7510	0.6699	0.6365	0.1445	0.2297
N	17-L-B	442.	442.	443.	439.	442.	442.	433.	441.
AVG X		3.0995	3.1041	3.0993	3.1025	3.0995	3.0995	3.0970	3.1020
AVG Y		2.9389	3.5068	3.0993	3.1549	3.2692	3.2489	1.8037	1023.8980
SIG X		0.7790	0.7726	0.7781	0.7740	0.7790	0.7790	0.7816	0.7781
SIG Y		0.8668	0.6397	0.7781	0.8045	0.7392	0.7805	0.8026	634.4342
RXY		0.5799	0.7373	1.0000	0.7958	0.6858	0.6827	0.1596	0.2972
N	17-L-C	441.	439.	439.	441.	440.	440.	431.	439.
AVG X		3.1542	3.1595	3.1549	3.1542	3.1545	3.1545	3.1485	3.1549
AVG Y		2.9478	3.5103	3.1025	3.1542	3.2705	3.2500	1.8028	1023.6469
SIG X		0.8027	0.7979	0.8045	0.8027	0.8036	0.8036	0.8077	0.8045
SIG Y		0.8658	0.6297	0.7740	0.8027	0.7314	0.7733	0.8044	633.7065
RXY		0.5970	0.7510	0.7958	1.0000	0.7620	0.7258	0.1740	0.2887
N	17-L-D	444.	442.	442.	440.	445.	444.	435.	443.
AVG X		3.2703	3.2692	3.2692	3.2705	3.2697	3.2680	3.2598	3.2686
AVG Y		2.9459	3.5068	3.0995	3.1545	3.2697	3.2477	1.8069	1029.8510
SIG X		0.7384	0.7392	0.7392	0.7314	0.7377	0.7377	0.7400	0.7385
SIG Y		0.8666	0.6397	0.7790	0.8036	0.7377	0.7789	0.8029	635.2163
RXY		0.5732	0.6699	0.6858	0.7620	1.0000	0.7563	0.1583	0.2417
N	17-L-E	443.	442.	442.	440.	444.	444.	434.	442.
AVG X		3.2483	3.2511	3.2489	3.2500	3.2477	3.2477	3.2419	3.2466
AVG Y		2.9458	3.5068	3.0995	3.1545	3.2680	3.2477	1.8065	1026.7738
SIG X		0.7797	0.7783	0.7805	0.7733	0.7789	0.7789	0.7832	0.7797
SIG Y		0.8676	0.6397	0.7790	0.8036	0.7377	0.7789	0.8038	632.6217
RXY		0.5885	0.6365	0.6827	0.7258	0.7563	1.0000	0.1809	0.2752
N	URBAN	435.	433.	433.	431.	435.	434.	436.	436.
AVG X		1.8069	1.8037	1.8037	1.8028	1.8069	1.8065	1.8050	1.8050
AVG Y		2.9379	3.5081	3.0970	3.1485	3.2598	3.2419	1.8050	1021.3739
SIG X		0.8029	0.8026	0.8026	0.8044	0.8029	0.8038	0.8029	0.8029
SIG Y		0.8684	0.6423	0.7816	0.8077	0.7400	0.7832	0.8029	637.0255
RXY		0.1744	0.1445	0.1596	0.1740	0.1583	0.1809	1.0000	0.5082
N	ENROLL	443.	441.	441.	439.	443.	442.	436.	444.
AVG X		1029.5711	1025.6304	1023.8980	1023.6469	1029.8510	1026.7738	1021.3739	1027.8131
AVG Y		2.9458	3.5102	3.1020	3.1549	3.2686	3.2466	1.8050	1027.8131
SIG X		635.5884	633.1911	634.4342	633.7065	635.2163	632.6217	637.0255	635.9504
SIG Y		0.8676	0.6400	0.7781	0.8045	0.7385	0.7797	0.8029	635.9504
RXY		0.2516	0.2297	0.2972	0.2887	0.2417	0.2752	0.5082	1.0000

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH & SPANISH TEACHERS

X VS. Y	RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N RATING	878.	878.	877.	878.	875.	100.	873.	872.	870.	852.
AVG X	3.8155	3.8155	3.8153	3.8155	3.8126	5.0200	3.8099	3.8119	3.8115	3.7899
AVG Y	3.8155	3.3454	3.1366	0.2677	0.1771	19.5100	0.2176	0.3475	0.3356	13.3087
SIG X	1.1190	1.1190	1.1196	1.1190	1.1194	1.1369	1.1100	1.1172	1.1174	1.1094
SIG Y	1.1190	0.6357	0.6934	0.4430	0.5386	11.8854	0.5911	0.6825	0.6578	9.9489
RXY	1.0000	0.7546	0.7985	0.1365	0.4214	0.3334	0.5089	0.5240	0.5026	0.1944
N S-SCALE	878.	887.	886.	887.	884.	102.	882.	881.	879.	861.
AVG X	3.3454	3.3498	3.3493	3.3498	3.3488	3.7196	3.3493	3.3479	3.3505	3.3402
AVG Y	3.8155	3.3498	3.1409	0.2649	0.1799	19.5098	0.2177	0.3473	0.3345	13.2636
SIG X	0.6357	0.6342	0.6344	0.6342	0.6350	0.4753	0.6321	0.6345	0.6360	0.6363
SIG Y	1.1190	0.6342	0.6922	0.4415	0.5431	11.7842	0.5915	0.6823	0.6576	9.9223
RXY	0.7546	1.0000	0.7925	0.0318	0.2547	0.2637	0.2791	0.2985	0.2994	0.2037
N L-SCALE	877.	886.	886.	886.	883.	102.	881.	880.	878.	860.
AVG X	3.1366	3.1409	3.1409	3.1409	3.1384	3.7686	3.1385	3.1398	3.1399	3.1296
AVG Y	3.8153	3.3493	3.1409	0.2652	0.1801	19.5098	0.2179	0.3477	0.3349	13.2512
SIG X	0.6934	0.6922	0.6922	0.6922	0.6919	0.4873	0.6902	0.6927	0.6927	0.6923
SIG Y	1.1196	0.6344	0.6922	0.4417	0.5433	11.7842	0.5918	0.6826	0.6579	9.9213
RXY	0.7985	0.7925	1.0000	0.0384	0.3383	0.2791	0.3934	0.4490	0.4296	0.2005
N SEX(M)	878.	887.	886.	887.	884.	102.	882.	881.	879.	861.
AVG X	0.2677	0.2649	0.2652	0.2649	0.2647	0.3137	0.2642	0.2645	0.2651	0.2683
AVG Y	3.8155	3.3498	3.1409	0.2649	0.1799	19.5098	0.2177	0.3473	0.3345	13.2636
SIG X	0.4430	0.4415	0.4417	0.4415	0.4414	0.4663	0.4411	0.4413	0.4416	0.4433
SIG Y	1.1190	0.6342	0.6922	0.4415	0.5431	11.7842	0.5915	0.6823	0.6576	9.9223
RXY	0.1365	0.0318	0.0384	1.0000	0.0516	-0.0384	0.1056	0.1286	0.1375	0.0159
N 2-PLACE	875.	884.	883.	884.	884.	99.	879.	878.	876.	859.
AVG X	0.1771	0.1799	0.1801	0.1799	0.1799	1.4646	0.1786	0.1800	0.1815	0.1688
AVG Y	3.8126	3.3488	3.1384	0.2647	0.1799	19.2424	0.2162	0.3451	0.3322	13.2386
SIG X	0.5386	0.5431	0.5433	0.5431	0.5431	0.7044	0.5410	0.5440	0.5453	0.5250
SIG Y	1.1194	0.6350	0.6919	0.4414	0.5431	11.8417	0.5913	0.6824	0.6576	9.8822
RXY	0.4214	0.2547	0.3383	0.0516	1.0000	0.0830	0.7338	0.6096	0.5935	0.0111
N 3-AGE	100.	102.	102.	102.	99.	102.	101.	101.	102.	92.
AVG X	19.5100	19.5098	19.5098	19.5098	19.2424	19.5098	19.6040	19.5149	19.5098	18.2174
AVG Y	5.0200	3.7196	3.7686	0.3137	1.4646	19.5098	1.3762	1.4059	1.3333	14.4891
SIG X	11.8854	11.7842	11.7842	11.7842	11.8417	11.7842	11.8043	11.8428	11.7842	11.5405
SIG Y	1.1369	0.4753	0.4873	0.4663	0.7044	11.7842	0.7596	0.7096	0.7357	10.6663
RXY	0.3334	0.2637	0.2791	-0.0384	0.0830	1.0000	0.1662	0.1201	0.1264	0.3246
N 4-N.LANG	873.	882.	881.	882.	879.	101.	882.	876.	874.	856.
AVG X	0.2176	0.2177	0.2179	0.2177	0.2162	1.3762	0.2177	0.2180	0.2197	0.2009
AVG Y	3.8099	3.3493	3.1385	0.2642	0.1786	19.6040	0.2177	0.3402	0.3295	13.2196
SIG X	0.5911	0.5915	0.5918	0.5915	0.5913	0.7596	0.5915	0.5927	0.5938	0.5696
SIG Y	1.1100	0.6321	0.6902	0.4411	0.5410	11.8043	0.5915	0.6750	0.6520	9.7737
RXY	0.5089	0.2791	0.3934	0.1056	0.7338	0.1662	1.0000	0.7886	0.7862	0.0133

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH & SPANISH TEACHERS

X VS. Y		RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N	5-M.LANG	872.	881.	880.	881.	878.	101.	876.	881.	876.	855.
AVG X		0.3475	0.3473	0.3477	0.3473	0.3451	1.4059	0.3402	0.3473	0.3470	0.3298
AVG Y		3.8119	3.3479	3.1398	0.2645	0.1800	19.5149	0.2180	0.3473	0.3333	13.2655
SIG X		0.6825	0.6823	0.6826	0.6823	0.6824	0.7096	0.6750	0.6823	0.6816	0.6662
SIG Y		1.1172	0.6345	0.6927	0.4413	0.5440	11.8428	0.5927	0.6823	0.6578	9.9322
RXY		0.5240	0.2985	0.4490	0.1286	0.6096	0.1201	0.7886	1.0000	0.8887	0.0115
N	6-F.LANG	870.	879.	878.	879.	876.	102.	874.	876.	879.	853.
AVG X		0.3356	0.3345	0.3349	0.3345	0.3322	1.3333	0.3295	0.3333	0.3345	0.3177
AVG Y		3.8115	3.3505	3.1399	0.2651	0.1815	19.5098	0.2197	0.3470	0.3345	13.2872
SIG X		0.6578	0.6576	0.6579	0.6576	0.6576	0.7357	0.6520	0.6578	0.6576	0.6399
SIG Y		1.1174	0.6360	0.6927	0.4416	0.5453	11.7842	0.5938	0.6816	0.6576	9.9380
RXY		0.5026	0.2994	0.4296	0.1375	0.5935	0.1264	0.7862	0.8887	1.0000	0.0118
N	7-SEMEST	852.	861.	860.	861.	859.	92.	856.	855.	853.	861.
AVG X		13.3087	13.2636	13.2512	13.2636	13.2386	14.4891	13.2196	13.2655	13.2872	13.2636
AVG Y		3.7899	3.3402	3.1296	0.2683	0.1688	18.2174	0.2009	0.3298	0.3177	13.2636
SIG X		9.9489	9.9223	9.9213	9.9223	9.8822	10.6663	9.7737	9.9322	9.9380	9.9223
SIG Y		1.1094	0.6363	0.6923	0.4433	0.5250	11.5405	0.5696	0.6662	0.6399	9.9223
RXY		0.1944	0.2037	0.2005	0.0159	0.0111	0.3246	0.0133	0.0115	0.0118	1.0000
N	8-TAUGHT	869.	878.	877.	878.	875.	101.	873.	872.	870.	854.
AVG X		12.7687	12.7756	12.7765	12.7756	12.7589	13.8119	12.7709	12.7844	12.7690	12.7939
AVG Y		3.8090	3.3482	3.1387	0.2642	0.1794	19.3861	0.2153	0.3463	0.3345	13.2283
SIG X		7.1269	7.0996	7.1036	7.0996	7.0979	7.4990	7.0509	7.1063	7.0990	7.1074
SIG Y		1.1187	0.6338	0.6931	0.4412	0.5421	11.7762	0.5880	0.6806	0.6575	9.8960
RXY		0.2449	0.2600	0.2246	0.1536	0.0597	0.1317	0.0620	0.1496	0.1411	0.1676
N	10-TRAVL	878.	887.	886.	887.	884.	102.	882.	881.	879.	861.
AVG X		1.2073	1.2131	1.2122	1.2131	1.2138	1.7843	1.2098	1.2100	1.2127	1.2067
AVG Y		3.8155	3.3498	3.1409	0.2649	0.1799	19.5098	0.2177	0.3473	0.3345	13.2636
SIG X		1.0075	1.0094	1.0096	1.0094	1.0099	1.0208	1.0086	1.0080	1.0075	1.0100
SIG Y		1.1190	0.6342	0.6922	0.4415	0.5431	11.7842	0.5915	0.6823	0.6576	9.9223
RXY		0.3637	0.3398	0.3890	0.0099	0.1797	-0.0262	0.1175	0.1466	0.1211	0.1090
N	11-MOS	860.	868.	867.	868.	865.	99.	863.	862.	860.	843.
AVG X		21.2116	21.2615	21.2814	21.2615	20.8717	117.7576	21.2920	21.3225	21.3709	18.1720
AVG Y		3.8105	3.3497	3.1370	0.2661	0.1723	19.2323	0.2039	0.3329	0.3198	13.3476
SIG X		62.7710	62.7441	62.7776	62.7441	61.7061	148.7532	62.9121	62.9474	63.0130	53.6844
SIG Y		1.1109	0.6307	0.6881	0.4422	0.5307	11.7133	0.5721	0.6673	0.6411	9.9753
RXY		0.4203	0.2553	0.3224	0.0146	0.6204	0.4975	0.5714	0.4392	0.4432	0.0899
N	12-SPOKE	835.	840.	839.	840.	837.	96.	836.	835.	832.	814.
AVG X		4.8048	4.8071	4.8069	4.8071	4.8053	5.4896	4.8050	4.8072	4.8053	4.7838
AVG Y		3.8251	3.3482	3.1390	0.2655	0.1732	19.5938	0.2057	0.3353	0.3257	13.3034
SIG X		1.5225	1.5186	1.5195	1.5186	1.5207	1.0361	1.5192	1.5157	1.5170	1.5255
SIG Y		1.1180	0.6370	0.6938	0.4418	0.5334	12.0870	0.5756	0.6698	0.6459	9.9858
RXY		0.5308	0.5646	0.5510	0.0462	0.1729	0.2707	0.2171	0.2327	0.2257	0.2073

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH & SPANISH TEACHERS

X VS. Y	RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N 13-HOME	876.	883.	882.	883.	880.	102.	878.	877.	875.	857.
AVG X	2.3596	2.3624	2.3617	2.3624	2.3602	3.2353	2.3554	2.3615	2.3623	2.3431
AVG Y	3.8151	3.3485	3.1402	0.2661	0.1807	19.5098	0.2187	0.3478	0.3360	13.2824
SIG X	0.9620	0.9607	0.9610	0.9607	0.9616	1.1447	0.9558	0.9618	0.9616	0.9392
SIG Y	1.1192	0.6352	0.6918	0.4422	0.5442	11.7842	0.5926	0.6832	0.6587	9.9387
RXY	0.4832	0.3733	0.4324	0.1330	0.3755	0.2567	0.4464	0.4373	0.4380	0.0404
N 14-FRNDS	874.	881.	880.	881.	878.	102.	876.	875.	873.	855.
AVG X	2.6991	2.7060	2.7068	2.7060	2.7073	3.1863	2.7009	2.7029	2.7056	2.6877
AVG Y	3.8146	3.3490	3.1396	0.2656	0.1811	19.5098	0.2192	0.3486	0.3368	13.2830
SIG X	0.9030	0.9038	0.9040	0.9038	0.9034	0.8528	0.9018	0.9030	0.9032	0.8986
SIG Y	1.1184	0.6347	0.6928	0.4419	0.5447	11.7842	0.5932	0.6838	0.6593	9.9488
RXY	0.6094	0.5876	0.5961	0.0563	0.2538	0.2358	0.2957	0.3124	0.3208	0.1757
N 16-S-A	875.	884.	883.	884.	881.	102.	879.	878.	876.	858.
AVG X	3.6560	3.6595	3.6591	3.6595	3.6583	3.8725	3.6598	3.6595	3.6587	3.6550
AVG Y	3.8137	3.3496	3.1402	0.2647	0.1805	19.5098	0.2162	0.3462	0.3333	13.2832
SIG X	0.6065	0.6044	0.6046	0.6044	0.6051	0.3635	0.6030	0.6052	0.6056	0.6090
SIG Y	1.1181	0.6346	0.6926	0.4414	0.5439	11.7842	0.5893	0.6810	0.6561	9.9339
RXY	0.5550	0.8121	0.6310	-0.0141	0.1427	0.2557	0.1623	0.1758	0.1774	0.1419
N 16-S-B	877.	886.	885.	886.	883.	102.	881.	880.	878.	860.
AVG X	3.7161	3.7190	3.7186	3.7190	3.7180	3.8627	3.7196	3.7193	3.7187	3.7128
AVG Y	3.8153	3.3502	3.1413	0.2652	0.1801	19.5098	0.2179	0.3477	0.3349	13.2605
SIG X	0.5855	0.5832	0.5835	0.5832	0.5840	0.4459	0.5817	0.5839	0.5844	0.5871
SIG Y	1.1196	0.6345	0.6925	0.4417	0.5433	11.7842	0.5918	0.6826	0.6579	9.9277
RXY	0.5555	0.8295	0.6322	-0.0217	0.1281	0.1925	0.1447	0.1852	0.1830	0.1896
N 16-S-C	877.	886.	885.	886.	883.	102.	881.	880.	878.	860.
AVG X	3.3580	3.3646	3.3638	3.3646	3.3624	3.7745	3.3644	3.3625	3.3656	3.3535
AVG Y	3.8164	3.3497	3.1415	0.2641	0.1801	19.5098	0.2179	0.3477	0.3349	13.2674
SIG X	0.8120	0.8104	0.8106	0.8104	0.8109	0.6119	0.8077	0.8119	0.8130	0.8121
SIG Y	1.1193	0.6346	0.6923	0.4411	0.5433	11.7842	0.5918	0.6826	0.6579	9.9275
RXY	0.6879	0.8997	0.7304	0.0559	0.2120	0.2468	0.2569	0.2773	0.2825	0.2025
N 16-S-D	878.	887.	886.	887.	884.	102.	882.	881.	879.	861.
AVG X	3.1629	3.1657	3.1648	3.1657	3.1640	3.6569	3.1644	3.1623	3.1672	3.1533
AVG Y	3.8155	3.3498	3.1409	0.2649	0.1799	19.5098	0.2177	0.3473	0.3345	13.2636
SIG X	0.8433	0.8410	0.8410	0.8410	0.8415	0.6213	0.8410	0.8419	0.8433	0.8434
SIG Y	1.1190	0.6342	0.6922	0.4415	0.5431	11.7842	0.5915	0.6823	0.6576	9.9223
RXY	0.6675	0.8622	0.6789	0.0458	0.2650	0.2216	0.2702	0.2855	0.2831	0.1808
N 16-S-E	875.	884.	883.	884.	881.	102.	879.	878.	876.	858.
AVG X	2.8331	2.8394	2.8392	2.8394	2.8400	3.4314	2.8373	2.8349	2.8413	2.8252
AVG Y	3.8171	3.3490	3.1406	0.2636	0.1805	19.5098	0.2184	0.3485	0.3356	13.2902
SIG X	0.8661	0.8653	0.8658	0.8653	0.8663	0.7381	0.8629	0.8642	0.8652	0.8667
SIG Y	1.1202	0.6349	0.6933	0.4408	0.5439	11.7842	0.5923	0.6832	0.6584	9.9290
RXY	0.7150	0.8587	0.6953	0.0399	0.2929	0.2158	0.3080	0.3100	0.3123	0.1572

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FRENCH & SPANISH TEACHERS

X VS. Y		RATING	S-SCALE	L-SCALE	SEX(M)	2-PLACE	3-AGE	4-N.LANG	5-M.LANG	6-F.LANG	7-SEMEST
N	17-L-A	873.	882.	882.	882.	879.	102.	877.	876.	874.	857.
AVG X		3.4089	3.4127	3.4127	3.4127	3.4107	3.8333	3.4116	3.4121	3.4119	3.4002
AVG Y		3.8179	3.3500	3.1422	0.2653	0.1809	19.5098	0.2189	0.3493	0.3364	13.2637
SIG X		0.7112	0.7097	0.7097	0.7097	0.7101	0.5090	0.7090	0.7109	0.7113	0.7135
SIG Y		1.1201	0.6336	0.6913	0.4417	0.5444	11.7842	0.5929	0.6838	0.6590	9.9310
RXY		0.6623	0.7223	0.8627	0.0269	0.2260	0.2570	0.2606	0.3030	0.2979	0.2176
N	17-L-B	873.	882.	882.	882.	879.	102.	877.	876.	874.	856.
AVG X		2.9931	2.9966	2.9966	2.9966	2.9943	3.7255	2.9943	2.9966	2.9966	2.9825
AVG Y		3.8156	3.3489	3.1416	0.2642	0.1809	19.5098	0.2189	0.3493	0.3364	13.2757
SIG X		0.8070	0.8065	0.8065	0.8065	0.8064	0.6318	0.8031	0.8064	0.8045	0.8040
SIG Y		1.1197	0.6333	0.6913	0.4411	0.5444	11.7842	0.5929	0.6838	0.6590	9.9347
RXY		0.7397	0.7064	0.8914	0.0536	0.3370	0.2730	0.3862	0.4540	0.4300	0.1645
N	17-L-C	870.	879.	879.	879.	876.	102.	874.	873.	871.	853.
AVG X		3.0471	3.0535	3.0535	3.0535	3.0514	3.7255	3.0503	3.0527	3.0505	3.0422
AVG Y		3.8218	3.3520	3.1428	0.2662	0.1815	19.5098	0.2197	0.3482	0.3352	13.2720
SIG X		0.8247	0.8242	0.8242	0.8242	0.8244	0.5996	0.8233	0.8250	0.8247	0.8240
SIG Y		1.1176	0.6313	0.6876	0.4422	0.5453	11.7842	0.5938	0.6825	0.6575	9.9424
RXY		0.7370	0.7081	0.9078	0.0328	0.3199	0.1966	0.3616	0.4134	0.3884	0.1728
N	17-L-D	875.	884.	884.	884.	881.	102.	879.	878.	876.	858.
AVG X		3.1303	3.1357	3.1357	3.1357	3.1328	3.7843	3.1331	3.1344	3.1358	3.1247
AVG Y		3.8160	3.3492	3.1400	0.2658	0.1805	19.5098	0.2184	0.3485	0.3356	13.2506
SIG X		0.7692	0.7687	0.7687	0.7687	0.7683	0.4798	0.7677	0.7686	0.7700	0.7697
SIG Y		1.1205	0.6345	0.6926	0.4420	0.5439	11.7842	0.5923	0.6832	0.6584	9.9315
RXY		0.6763	0.6721	0.8760	-0.0130	0.3124	0.2980	0.3643	0.4036	0.3924	0.1547
N	17-L-E	875.	884.	884.	884.	881.	102.	879.	878.	876.	858.
AVG X		3.1051	3.1075	3.1075	3.1075	3.1044	3.7745	3.1047	3.1048	3.1062	3.0979
AVG Y		3.8160	3.3494	3.1397	0.2658	0.1805	19.5098	0.2184	0.3485	0.3356	13.2564
SIG X		0.8064	0.8040	0.8040	0.8040	0.8037	0.4856	0.8032	0.8050	0.8051	0.8068
SIG Y		1.1205	0.6347	0.6923	0.4420	0.5439	11.7842	0.5923	0.6832	0.6584	9.9322
RXY		0.7039	0.6889	0.8741	0.0661	0.2948	0.2383	0.3589	0.4021	0.3833	0.1783
N	URBAN	856.	863.	862.	863.	860.	96.	858.	857.	855.	837.
AVG X		1.7991	1.7984	1.7993	1.7984	1.7977	2.0104	1.7972	1.8005	1.7988	1.7981
AVG Y		3.8072	3.3463	3.1351	0.2711	0.1744	19.6354	0.2156	0.3454	0.3345	13.3023
SIG X		0.7884	0.7878	0.7877	0.7878	0.7876	0.7608	0.7884	0.7875	0.7873	0.7878
SIG Y		1.1162	0.6348	0.6952	0.4448	0.5371	11.8509	0.5908	0.6834	0.6585	10.0151
RXY		0.1859	0.1984	0.1967	0.0205	0.0615	-0.0206	0.0564	0.1130	0.1119	0.0569
N	ENROLL	874.	883.	882.	883.	880.	101.	878.	877.	875.	857.
AVG X		1033.1808	1031.8369	1031.8492	1031.8369	1029.6989	1342.4059	1032.8132	1033.2999	1032.7920	1030.3127
AVG Y		3.8169	3.3494	3.1402	0.2661	0.1795	19.6139	0.2175	0.3478	0.3349	13.2789
SIG X		607.1932	606.9494	607.2936	606.9494	606.4187	747.9819	606.3271	607.8302	608.1822	607.2354
SIG Y		1.1208	0.6354	0.6930	0.4422	0.5435	11.7957	0.5921	0.6832	0.6584	9.9401
RXY		0.2605	0.2610	0.2519	0.0438	0.1618	0.0639	0.1581	0.2103	0.2203	0.0700

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FRENCH & SPANISH TEACHERS

X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	RATING	869.	878.	860.	835.	876.	874.	875.	877.	877.	878.
AVG X		3.8090	3.8155	3.8105	3.8251	3.8151	3.8146	3.8137	3.8153	3.8164	3.8155
AVG Y		12.7687	1.2073	21.2116	4.8048	2.3596	2.6991	3.6560	3.7161	3.3580	3.1629
SIG X		1.1187	1.1190	1.1109	1.1180	1.1192	1.1184	1.1181	1.1196	1.1193	1.1190
SIG Y		7.1269	1.0075	62.7710	1.5225	0.9620	0.9030	0.6065	0.5855	0.8120	0.8433
RXY		0.2449	0.3637	0.4203	0.5308	0.4832	0.6094	0.5550	0.5555	0.6879	0.6675
N	S-SCALE	878.	887.	868.	840.	883.	881.	884.	886.	886.	887.
AVG X		3.3482	3.3498	3.3497	3.3482	3.3485	3.3490	3.3496	3.3502	3.3497	3.3498
AVG Y		12.7756	1.2131	21.2615	4.8071	2.3624	2.7060	3.6595	3.7190	3.3646	3.1657
SIG X		0.6338	0.6342	0.6337	0.6370	0.6352	0.6347	0.6346	0.6345	0.6346	0.6342
SIG Y		7.0996	1.0094	62.7441	1.5186	0.9607	0.9038	0.6044	0.5832	0.8104	0.8410
RXY		0.2600	0.3398	0.2553	0.5646	0.3733	0.5876	0.8121	0.8295	0.8997	0.8622
N	L-SCALE	877.	886.	867.	839.	882.	880.	883.	885.	885.	886.
AVG X		3.1387	3.1409	3.1370	3.1390	3.1402	3.1396	3.1402	3.1413	3.1415	3.1409
AVG Y		12.7765	1.2122	21.2814	4.8069	2.3617	2.7068	3.6591	3.7186	3.3638	3.1648
SIG X		0.6931	0.6922	0.6881	0.6936	0.6918	0.6928	0.6926	0.6925	0.6923	0.6922
SIG Y		7.1036	1.0096	62.7776	1.5195	0.9610	0.9040	0.6046	0.5835	0.8106	0.8410
RXY		0.2246	0.3890	0.3224	0.5510	0.4324	0.5961	0.6310	0.6322	0.7304	0.6789
N	SEX(M)	878.	887.	868.	840.	883.	881.	884.	886.	886.	887.
AVG X		0.2642	0.2649	0.2661	0.2655	0.2661	0.2656	0.2647	0.2652	0.2641	0.2649
AVG Y		12.7756	1.2131	21.2615	4.8071	2.3624	2.7060	3.6595	3.7190	3.3646	3.1657
SIG X		0.4412	0.4415	0.4422	0.4418	0.4422	0.4419	0.4414	0.4417	0.4411	0.4415
SIG Y		7.0996	1.0094	62.7441	1.5186	0.9607	0.9038	0.6044	0.5832	0.8104	0.8410
RXY		0.1536	0.0099	0.0146	0.0462	0.1330	0.0563	-0.0141	-0.0217	0.0559	0.0458
N	2-PLACE	875.	884.	866.	837.	880.	878.	881.	883.	883.	884.
AVG X		0.1794	0.1799	0.1723	0.1732	0.1807	0.1811	0.1805	0.1801	0.1801	0.1799
AVG Y		12.7589	1.2138	20.8717	4.8053	2.3602	2.7073	3.6583	3.7180	3.3624	3.1640
SIG X		0.5421	0.5431	0.5307	0.5334	0.5442	0.5447	0.5439	0.5433	0.5433	0.5431
SIG Y		7.0979	1.0099	61.7061	1.5207	0.9616	0.9034	0.6051	0.5840	0.8109	0.8415
RXY		0.0597	0.1797	0.6204	0.1729	0.3755	0.2538	0.1427	0.1281	0.2120	0.2650
N	3-AGE	101.	102.	99.	96.	102.	102.	102.	102.	102.	102.
AVG X		19.3861	19.5098	19.2323	19.5938	19.5098	19.5098	19.5098	19.5098	19.5098	19.5098
AVG Y		13.8119	1.7843	117.7576	5.4896	3.2353	3.1863	3.8725	3.8627	3.7745	3.6569
SIG X		11.7762	11.7842	11.7133	12.0870	11.7842	11.7842	11.7842	11.7842	11.7842	11.7842
SIG Y		7.4990	1.0208	148.7532	1.0361	1.1447	0.8528	0.3635	0.4459	0.6119	0.6213
RXY		0.1317	-0.0262	0.4975	0.2707	0.2567	0.2358	0.2557	0.1925	0.2468	0.2216
N	4-N.LANG	873.	882.	863.	836.	878.	876.	879.	881.	881.	882.
AVG X		0.2153	0.2177	0.2039	0.2057	0.2187	0.2192	0.2162	0.2179	0.2179	0.2177
AVG Y		12.7709	1.2098	21.2920	4.8050	2.3554	2.7009	3.6598	3.7196	3.3644	3.1644
SIG X		0.5880	0.5915	0.5721	0.5756	0.5926	0.5932	0.5893	0.5918	0.5918	0.5915
SIG Y		7.0509	1.0086	62.9121	1.5192	0.9558	0.9018	0.6030	0.5817	0.8077	0.8410
RXY		0.0620	0.1175	0.5714	0.2171	0.4464	0.2957	0.1623	0.1447	0.2569	0.2702

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FRENCH & SPANISH TEACHERS

X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	5-M.LANG	872.	881.	862.	835.	877.	875.	878.	880.	880.	881.
AVG X		0.3463	0.3473	0.3329	0.3353	0.3478	0.3486	0.3462	0.3477	0.3477	0.3473
AVG Y		12.7844	1.2100	21.3225	4.8072	2.3615	2.7029	3.6595	3.7193	3.3625	3.1623
SIG X		0.6806	0.6823	0.6673	0.6698	0.6832	0.6838	0.6810	0.6826	0.6826	0.6823
SIG Y		7.1063	1.0080	62.9474	1.5157	0.9618	0.9030	0.6052	0.5839	0.8119	0.8419
RXY		0.1496	0.1466	0.4392	0.2327	0.4373	0.3124	0.1758	0.1852	0.2773	0.2855
N	6-F.LANG	870.	879.	860.	832.	875.	873.	876.	878.	878.	879.
AVG X		0.3345	0.3345	0.3198	0.3257	0.3360	0.3368	0.3333	0.3349	0.3349	0.3345
AVG Y		12.7690	1.2127	21.3709	4.8053	2.3623	2.7056	3.6587	3.7187	3.3656	3.1672
SIG X		0.6575	0.6576	0.6411	0.6459	0.6587	0.6593	0.6561	0.6579	0.6579	0.6576
SIG Y		7.0990	1.0075	63.0130	1.5170	0.9616	0.9032	0.6056	0.5844	0.8130	0.8433
RXY		0.1411	0.1211	0.4432	0.2257	0.4380	0.3208	0.1774	0.1830	0.2825	0.2831
N	7-SEMEST	854.	861.	843.	814.	857.	855.	858.	860.	860.	861.
AVG X		13.2283	13.2636	13.3476	13.3034	13.2824	13.2830	13.2832	13.2605	13.2674	13.2636
AVG Y		12.7939	1.2067	18.1720	4.7838	2.3431	2.6877	3.6550	3.7128	3.3535	3.1533
SIG X		9.8960	9.9223	9.9753	9.9858	9.9387	9.9488	9.9339	9.9277	9.9275	9.9223
SIG Y		7.1074	1.0100	53.6844	1.5255	0.9392	0.8986	0.6090	0.5871	0.8121	0.8434
RXY		0.1676	0.1090	0.0899	0.2073	0.0404	0.1757	0.1419	0.1896	0.2025	0.1808
N	8-TAUGHT	878.	878.	859.	831.	874.	872.	875.	877.	877.	878.
AVG X		12.7756	12.7756	12.8161	12.7726	12.7860	12.7947	12.7989	12.7765	12.7868	12.7756
AVG Y		12.7756	1.2118	20.9662	4.8075	2.3593	2.7030	3.6594	3.7184	3.3626	3.1640
SIG X		7.0996	7.0996	7.1175	7.0944	7.1051	7.0941	7.1005	7.1036	7.0960	7.0996
SIG Y		7.0996	1.0100	61.7892	1.5182	0.9628	0.9029	0.6037	0.5847	0.8114	0.8397
RXY		1.0000	0.1038	0.0610	0.1976	0.0504	0.1371	0.1853	0.2361	0.2454	0.2548
N	10-TRAVL	878.	887.	868.	840.	883.	881.	884.	886.	886.	887.
AVG X		1.2118	1.2131	1.2258	1.2238	1.2140	1.2123	1.2149	1.2133	1.2133	1.2131
AVG Y		12.7756	1.2131	21.2615	4.8071	2.3624	2.7060	3.6595	3.7190	3.3646	3.1657
SIG X		1.0100	1.0094	1.0027	1.0006	1.0082	1.0087	1.0091	1.0099	1.0099	1.0094
SIG Y		7.0996	1.0094	62.7441	1.5186	0.9607	0.9038	0.6044	0.5832	0.8104	0.8410
RXY		0.1038	1.0000	0.1804	0.5015	0.1820	0.3440	0.2390	0.2611	0.2956	0.3040
N	11-MOS	859.	868.	868.	826.	864.	862.	866.	867.	867.	868.
AVG X		20.9662	21.2615	21.2615	21.3245	21.2870	21.3457	21.3037	21.2837	21.2826	21.2615
AVG Y		12.8161	1.2258	21.2615	4.8402	2.3472	2.6972	3.6594	3.7209	3.3645	3.1647
SIG X		61.7892	62.7441	62.7441	63.1708	62.8653	62.9413	62.8103	62.7769	62.7773	62.7441
SIG Y		7.1175	1.0027	62.7441	1.4816	0.9530	0.9017	0.5991	0.5791	0.8090	0.8384
RXY		0.0610	0.1804	1.0000	0.2105	0.3614	0.2290	0.1608	0.1387	0.2162	0.2404
N	12-SPOKE	831.	840.	826.	840.	838.	836.	838.	839.	839.	840.
AVG X		4.8075	4.8071	4.8402	4.8071	4.8067	4.8086	4.8115	4.8069	4.8069	4.8071
AVG Y		12.7726	1.2238	21.3245	4.8071	2.3484	2.7093	3.6539	3.7163	3.3659	3.1655
SIG X		1.5182	1.5186	1.4816	1.5186	1.5203	1.5153	1.5146	1.5195	1.5195	1.5186
SIG Y		7.0944	1.0006	63.1708	1.5186	0.9518	0.9027	0.6102	0.5867	0.8092	0.8428
RXY		0.1976	0.5015	0.2105	1.0000	0.2613	0.4443	0.4451	0.5060	0.5234	0.4608

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FRENCH & SPANISH TEACHERS

X VS. Y		8-TAUGHT	10-TRAVL	11-MOS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	13-HOME	874.	883.	864.	838.	883.	879.	880.	882.	882.	883.
AVG X		2.3593	2.3624	2.3472	2.3484	2.3624	2.3606	2.3591	2.3639	2.3639	2.3624
AVG Y		12.7860	1.2140	21.2870	4.8067	2.3624	2.7053	3.6580	3.7177	3.3628	3.1653
SIG X		0.9628	0.9607	0.9530	0.9518	0.9607	0.9573	0.9603	0.9601	0.9601	0.9607
SIG Y		7.1051	1.0082	62.8653	1.5203	0.9607	0.9035	0.6053	0.5842	0.8113	0.8424
RXY		0.0504	0.1820	0.3614	0.2613	1.0000	0.5075	0.2996	0.2360	0.3388	0.3182
N	14-FRNDS	872.	881.	862.	836.	879.	881.	878.	880.	880.	881.
AVG X		2.7030	2.7060	2.6972	2.7093	2.7053	2.7060	2.7027	2.7080	2.7057	2.7060
AVG Y		12.7947	1.2123	21.3457	4.8086	2.3606	2.7060	3.6595	3.7193	3.3636	3.1646
SIG X		0.9029	0.9038	0.9017	0.9027	0.9035	0.9038	0.9032	0.9025	0.9043	0.9038
SIG Y		7.0941	1.0087	62.9413	1.5153	0.9573	0.9038	0.6052	0.5839	0.8106	0.8415
RXY		0.1371	0.3440	0.2290	0.4443	0.5075	1.0000	0.4363	0.4401	0.5404	0.5239
N	16-S-A	875.	884.	866.	838.	880.	878.	884.	883.	883.	884.
AVG X		3.6594	3.6595	3.6594	3.6539	3.6580	3.6595	3.6595	3.6602	3.6591	3.6595
AVG Y		12.7989	1.2149	21.3037	4.8115	2.3591	2.7027	3.6595	3.7191	3.3647	3.1652
SIG X		0.6037	0.6044	0.5991	0.6102	0.6053	0.6052	0.6044	0.6043	0.6046	0.6044
SIG Y		7.1005	1.0091	62.8103	1.5146	0.9603	0.9032	0.6044	0.5835	0.8113	0.8406
RXY		0.1853	0.2390	0.1608	0.4451	0.2996	0.4363	1.0000	0.7451	0.7091	0.5589
N	16-S-B	877.	886.	867.	839.	882.	880.	883.	886.	885.	886.
AVG X		3.7184	3.7190	3.7209	3.7163	3.7177	3.7193	3.7191	3.7190	3.7186	3.7190
AVG Y		12.7765	1.2133	21.2837	4.8069	2.3639	2.7080	3.6602	3.7190	3.3650	3.1659
SIG X		0.5847	0.5832	0.5791	0.5867	0.5842	0.5839	0.5835	0.5832	0.5835	0.5832
SIG Y		7.1036	1.0099	62.7769	1.5195	0.9601	0.9025	0.6043	0.5832	0.8108	0.8414
RXY		0.2361	0.2611	0.1387	0.5060	0.2360	0.4401	0.7451	1.0000	0.7267	0.6132
N	16-S-C	877.	886.	867.	839.	882.	880.	883.	885.	886.	886.
AVG X		3.3626	3.3646	3.3645	3.3659	3.3628	3.3636	3.3647	3.3650	3.3646	3.3646
AVG Y		12.7868	1.2133	21.2826	4.8069	2.3639	2.7057	3.6591	3.7186	3.3646	3.1659
SIG X		0.8114	0.8104	0.8090	0.8092	0.8113	0.8106	0.8113	0.8108	0.8104	0.8104
SIG Y		7.0960	1.0099	62.7773	1.5195	0.9601	0.9043	0.6046	0.5835	0.8104	0.8414
RXY		0.2454	0.2956	0.2162	0.5234	0.3388	0.5404	0.7091	0.7267	1.0000	0.6966
N	16-S-D	878.	887.	868.	840.	883.	881.	884.	886.	886.	887.
AVG X		3.1640	3.1657	3.1647	3.1655	3.1653	3.1646	3.1652	3.1659	3.1659	3.1657
AVG Y		12.7756	1.2131	21.2615	4.8071	2.3624	2.7060	3.6595	3.7190	3.3646	3.1657
SIG X		0.8397	0.8410	0.8384	0.8428	0.8424	0.8415	0.8406	0.8414	0.8414	0.8410
SIG Y		7.0996	1.0094	62.7441	1.5186	0.9607	0.9038	0.6044	0.5832	0.8104	0.8410
RXY		0.2548	0.3040	0.2404	0.4608	0.3182	0.5239	0.5589	0.6132	0.6966	1.0000
N	16-S-E	875.	884.	865.	837.	880.	878.	881.	883.	883.	884.
AVG X		2.8354	2.8394	2.8382	2.8387	2.8375	2.8371	2.8377	2.8392	2.8392	2.8394
AVG Y		12.7851	1.2081	21.2104	4.8053	2.3625	2.7062	3.6583	3.7180	3.3647	3.1663
SIG X		0.8652	0.8653	0.8616	0.8662	0.8664	0.8660	0.8659	0.8658	0.8658	0.8653
SIG Y		7.1078	1.0072	62.8261	1.5207	0.9608	0.9049	0.6051	0.5840	0.8113	0.8410
RXY		0.1874	0.3282	0.2916	0.4810	0.3743	0.5398	0.5686	0.5695	0.7001	0.7339

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X VS. Y		8-TAUGHT	10-TRAVL	11-MUS	12-SPOKE	13-HOME	14-FRNDS	16-S-A	16-S-B	16-S-C	16-S-D
N	17-L-A	873.	882.	863.	835.	878.	876.	879.	881.	881.	882.
AVG X		3.4124	3.4127	3.4090	3.4132	3.4123	3.4110	3.4130	3.4132	3.4132	3.4127
AVG Y		12.7663	1.2166	21.3615	4.8120	2.3633	2.7078	3.6610	3.7196	3.3644	3.1644
SIG X		0.7116	0.7097	0.7084	0.7151	0.7105	0.7108	0.7104	0.7100	0.7100	0.7097
SIG Y		7.0973	1.0094	62.9111	1.5171	0.9617	0.9053	0.6027	0.5817	0.8077	0.8410
RXY		0.1996	0.3267	0.2275	0.5182	0.3295	0.5403	0.6146	0.6302	0.6626	0.5993
N	17-L-B	873.	882.	863.	835.	878.	876.	879.	881.	881.	882.
AVG X		2.9931	2.9966	2.9919	2.9976	2.9954	2.9943	2.9966	2.9977	2.9977	2.9966
AVG Y		12.7457	1.2154	21.3117	4.8048	2.3645	2.7055	3.6587	3.7185	3.3632	3.1644
SIG X		0.8070	0.8065	0.8038	0.8061	0.8062	0.8078	0.8064	0.8062	0.8062	0.8065
SIG Y		7.0968	1.0102	62.9118	1.5225	0.9619	0.9046	0.6052	0.5841	0.8103	0.8383
RXY		0.2067	0.3590	0.3221	0.5047	0.4227	0.5560	0.5740	0.5633	0.6640	0.5884
N	17-L-C	870.	879.	860.	832.	875.	873.	876.	878.	878.	879.
AVG X		3.0529	3.0535	3.0477	3.0481	3.0526	3.0527	3.0514	3.0535	3.0547	3.0535
AVG Y		12.7598	1.2116	21.3849	4.8101	2.3646	2.7090	3.6621	3.7198	3.3656	3.1684
SIG X		0.8251	0.8242	0.8210	0.8283	0.8241	0.8237	0.8244	0.8247	0.8239	0.8242
SIG Y		7.1136	1.0049	63.0169	1.5192	0.9619	0.9062	0.6009	0.5820	0.8074	0.8370
RXY		0.2025	0.3480	0.2978	0.4912	0.3958	0.5399	0.5495	0.5563	0.6659	0.6060
N	17-L-D	875.	884.	865.	837.	880.	878.	881.	883.	883.	884.
AVG X		3.1314	3.1357	3.1329	3.1326	3.1352	3.1344	3.1351	3.1359	3.1359	3.1357
AVG Y		12.7874	1.2115	21.3121	4.8065	2.3614	2.7062	3.6583	3.7180	3.3647	3.1652
SIG X		0.7698	0.7687	0.7651	0.7689	0.7683	0.7686	0.7694	0.7691	0.7691	0.7687
SIG Y		7.1040	1.0104	62.8465	1.5205	0.9618	0.9037	0.6051	0.5840	0.8099	0.8406
RXY		0.1779	0.3450	0.2869	0.4517	0.3926	0.4969	0.5313	0.5171	0.6029	0.5945
N	17-L-E	875.	884.	865.	837.	880.	878.	881.	883.	883.	884.
AVG X		3.1051	3.1075	3.1052	3.1051	3.1068	3.1071	3.1067	3.1076	3.1076	3.1075
AVG Y		12.7840	1.2138	21.3225	4.8076	2.3636	2.7073	3.6583	3.7180	3.3647	3.1652
SIG X		0.8050	0.8040	0.8003	0.8057	0.8038	0.8047	0.8048	0.8045	0.8045	0.8040
SIG Y		7.1032	1.0099	62.8444	1.5210	0.9609	0.9047	0.6051	0.5840	0.8099	0.8406
RXY		0.2151	0.3357	0.2829	0.4645	0.3724	0.5004	0.5183	0.5256	0.6288	0.6055
N	URBAN	854.	863.	844.	819.	860.	858.	860.	862.	862.	863.
AVG X		1.7951	1.7984	1.8009	1.8120	1.8000	1.7995	1.7977	1.7981	1.7970	1.7984
AVG Y		12.8220	1.2144	21.4858	4.8034	2.3558	2.7016	3.6581	3.7181	3.3596	3.1599
SIG X		0.7876	0.7878	0.7858	0.7904	0.7882	0.7875	0.7876	0.7882	0.7871	0.7878
SIG Y		7.1196	1.0089	63.4270	1.5262	0.9585	0.8983	0.6060	0.5848	0.8126	0.8398
RXY		0.1618	0.1260	0.0641	0.1872	0.0620	0.1611	0.1354	0.1586	0.2141	0.1558
N	ENROLL	874.	883.	864.	837.	879.	877.	880.	882.	882.	883.
AVG X		1030.9096	1031.8369	1032.1701	1035.8483	1033.0580	1030.7013	1030.1886	1031.8435	1031.3628	1031.8369
AVG Y		12.7929	1.2163	21.3530	4.8065	2.3629	2.7081	3.6580	3.7177	3.3639	3.1665
SIG X		609.2924	606.9494	602.4608	602.1023	605.9022	605.4018	606.3294	607.2937	607.1301	606.9494
SIG Y		7.1045	1.0100	62.8749	1.5212	0.9624	0.9049	0.6053	0.5842	0.8115	0.8415
RXY		0.2792	0.1632	0.1119	0.2152	0.0921	0.2255	0.1638	0.1926	0.2650	0.2414

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FRENCH & SPANISH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	RATING	875.	873.	873.	870.	875.	875.	856.	874.
AVG X		3.8171	3.8179	3.8156	3.8218	3.8160	3.8160	3.8072	3.8169
AVG Y		2.8331	3.4089	2.9931	3.0471	3.1303	3.1051	1.7991	1033.1808
SIG X		1.1202	1.1201	1.1197	1.1176	1.1205	1.1205	1.1162	1.1208
SIG Y		0.8661	0.7112	0.8070	0.8247	0.7692	0.8064	0.7884	607.1932
RXY		0.7150	0.6623	0.7397	0.7370	0.6783	0.7039	0.1859	0.2605
N	S-SCALE	884.	882.	882.	879.	884.	884.	863.	883.
AVG X		3.3490	3.3500	3.3489	3.3520	3.3492	3.3494	3.3463	3.3494
AVG Y		2.8394	3.4127	2.9966	3.0535	3.1357	3.1075	1.7984	1031.8369
SIG X		0.6349	0.6336	0.6333	0.6313	0.6345	0.6347	0.6348	0.6354
SIG Y		0.8653	0.7097	0.8065	0.8242	0.7687	0.8040	0.7878	606.9494
RXY		0.8587	0.7223	0.7064	0.7081	0.6721	0.6889	0.1984	0.2610
N	L-SCALE	883.	882.	882.	879.	884.	884.	862.	882.
AVG X		3.1406	3.1422	3.1416	3.1428	3.1400	3.1397	3.1351	3.1402
AVG Y		2.8392	3.4127	2.9966	3.0535	3.1357	3.1075	1.7993	1031.8492
SIG X		0.6933	0.6913	0.6913	0.6876	0.6926	0.6923	0.6952	0.6930
SIG Y		0.8658	0.7097	0.8065	0.8242	0.7687	0.8040	0.7877	607.2936
RXY		0.6953	0.8627	0.8914	0.9078	0.8760	0.8741	0.1967	0.2519
N	SEX(M)	884.	882.	882.	879.	884.	884.	863.	883.
AVG X		0.2636	0.2653	0.2642	0.2662	0.2658	0.2658	0.2711	0.2661
AVG Y		2.8394	3.4127	2.9966	3.0535	3.1357	3.1075	1.7984	1031.8369
SIG X		0.4408	0.4417	0.4411	0.4422	0.4420	0.4420	0.4448	0.4422
SIG Y		0.8653	0.7097	0.8065	0.8242	0.7687	0.8040	0.7878	606.9494
RXY		0.0399	0.0269	0.0536	0.0328	-0.0130	0.0661	0.0205	0.0438
N	2-PLACE	881.	879.	879.	876.	881.	881.	860.	880.
AVG X		0.1805	0.1809	0.1809	0.1815	0.1805	0.1805	0.1744	0.1795
AVG Y		2.8400	3.4107	2.9943	3.0514	3.1328	3.1044	1.7977	1029.6989
SIG X		0.5439	0.5444	0.5444	0.5453	0.5439	0.5439	0.5371	0.5435
SIG Y		0.8663	0.7101	0.8064	0.8244	0.7683	0.8037	0.7876	606.4187
RXY		0.2929	0.2260	0.3370	0.3199	0.3124	0.2948	0.0615	0.1618
N	3-AGE	102.	102.	102.	102.	102.	102.	96.	101.
AVG X		19.5098	19.5098	19.5098	19.5098	19.5098	19.5098	19.6354	19.6139
AVG Y		3.4314	3.8333	3.7255	3.7255	3.7843	3.7745	2.0104	1342.4059
SIG X		11.7842	11.7842	11.7842	11.7842	11.7842	11.7842	11.8509	11.7957
SIG Y		0.7381	0.5090	0.6318	0.5996	0.4798	0.4856	0.7608	747.9819
RXY		0.2158	0.2570	0.2730	0.1966	0.2980	0.2383	-0.0206	0.0639
N	4-N.LANG	879.	877.	877.	874.	879.	879.	858.	878.
AVG X		0.2184	0.2189	0.2189	0.2197	0.2184	0.2184	0.2156	0.2175
AVG Y		2.8373	3.4116	2.9943	3.0503	3.1331	3.1047	1.7972	1032.8132
SIG X		0.5923	0.5929	0.5929	0.5938	0.5923	0.5923	0.5908	0.5921
SIG Y		0.8629	0.7090	0.8031	0.8233	0.7677	0.8032	0.7884	606.3271
RXY		0.3080	0.2606	0.3862	0.3616	0.3643	0.3589	0.0564	0.1581

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FRENCH & SPANISH TEACHERS

X VS. Y	16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N 5-M.LANG	878.	876.	876.	873.	878.	878.	857.	877.
AVG X	0.3485	0.3493	0.3493	0.3482	0.3485	0.3485	0.3454	0.3478
AVG Y	2.8349	3.4121	2.9966	3.0527	3.1344	3.1048	1.8005	1033.2999
SIG X	0.6832	0.6838	0.6838	0.6825	0.6832	0.6832	0.6834	0.6832
SIG Y	0.8642	0.7109	0.8064	0.8250	0.7686	0.8050	0.7875	607.8302
RXY	0.3100	0.3030	0.4540	0.4134	0.4036	0.4021	0.1130	0.2103
N 6-F.LANG	876.	874.	874.	871.	876.	876.	855.	875.
AVG X	0.3356	0.3364	0.3364	0.3352	0.3356	0.3356	0.3345	0.3349
AVG Y	2.8415	3.4119	2.9966	3.0505	3.1358	3.1062	1.7988	1032.7920
SIG X	0.6584	0.6590	0.6590	0.6575	0.6584	0.6584	0.6585	0.6584
SIG Y	0.8652	0.7113	0.8045	0.8247	0.7700	0.8051	0.7873	608.1822
RXY	0.3123	0.2979	0.4300	0.3984	0.3924	0.3833	0.1119	0.2203
N 7-SEMEST	858.	857.	856.	853.	858.	858.	837.	857.
AVG X	13.2902	13.2637	13.2757	13.2720	13.2506	13.2564	13.3023	13.2789
AVG Y	2.8252	3.4002	2.9825	3.0422	3.1247	3.0979	1.7981	1030.3127
SIG X	9.9290	9.9310	9.9347	9.9424	9.9315	9.9322	10.0151	9.9401
SIG Y	0.8667	0.7135	0.8040	0.8240	0.7697	0.8068	0.7878	607.2354
RXY	0.1572	0.2176	0.1645	0.1728	0.1547	0.1783	0.0569	0.0700
N 8-TAUGHT	875.	873.	873.	870.	875.	875.	854.	874.
AVG X	12.7851	12.7663	12.7457	12.7598	12.7874	12.7840	12.8220	12.7929
AVG Y	2.8354	3.4124	2.9931	3.0529	3.1314	3.1051	1.7951	1030.9096
SIG X	7.1078	7.0973	7.0968	7.1136	7.1040	7.1032	7.1196	7.1045
SIG Y	0.8652	0.7116	0.8070	0.8251	0.7698	0.8050	0.7876	609.2924
RXY	0.1874	0.1996	0.2067	0.2025	0.1779	0.2151	0.1618	0.2792
N 10-TRAVL	884.	882.	882.	879.	884.	884.	863.	883.
AVG X	1.2081	1.2166	1.2154	1.2116	1.2115	1.2138	1.2144	1.2163
AVG Y	2.8394	3.4127	2.9966	3.0535	3.1357	3.1075	1.7984	1031.8369
SIG X	1.0072	1.0094	1.0102	1.0049	1.0104	1.0099	1.0089	1.0100
SIG Y	0.8653	0.7097	0.8065	0.8242	0.7687	0.8040	0.7878	606.9494
RXY	0.3282	0.3267	0.3590	0.3480	0.3450	0.3357	0.1260	0.1632
N 11-MUS	865.	863.	863.	860.	865.	865.	844.	864.
AVG X	21.2104	21.3615	21.3117	21.3849	21.3121	21.3225	21.4858	21.3530
AVG Y	2.8362	3.4090	2.9919	3.0477	3.1329	3.1052	1.8009	1032.1701
SIG X	62.8261	62.9111	62.9118	63.0169	62.8465	62.8444	63.4270	62.8749
SIG Y	0.8616	0.7084	0.8038	0.8210	0.7651	0.8003	0.7858	602.4608
RXY	0.2916	0.2275	0.3221	0.2978	0.2869	0.2829	0.0641	0.1119
N 12-SPOKE	837.	835.	835.	832.	837.	837.	819.	837.
AVG X	4.8053	4.8120	4.8048	4.8101	4.8065	4.8076	4.8034	4.8065
AVG Y	2.8387	3.4132	2.9976	3.0481	3.1326	3.1051	1.8120	1035.8483
SIG X	1.5207	1.5171	1.5225	1.5192	1.5205	1.5210	1.5262	1.5212
SIG Y	0.8662	0.7151	0.8061	0.8283	0.7689	0.8057	0.7904	602.1023
RXY	0.4810	0.5182	0.5047	0.4912	0.4517	0.4645	0.1872	0.2152

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH & SPANISH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	13-HOME	880.	878.	878.	875.	880.	880.	860.	879.
AVG X		2.3625	2.3633	2.3645	2.3646	2.3614	2.3636	2.3558	2.3629
AVG Y		2.8375	3.4123	2.9954	3.0526	3.1352	3.1068	1.8000	1033.0580
SIG X		0.9608	0.9617	0.9619	0.9619	0.9618	0.9609	0.9585	0.9624
SIG Y		0.8664	0.7105	0.8062	0.8241	0.7683	0.8038	0.7882	605.9022
RXY		0.3743	0.3295	0.4227	0.3958	0.3926	0.3724	0.0620	0.0921
N	14-FRNDS	878.	876.	876.	873.	878.	878.	858.	877.
AVG X		2.7062	2.7078	2.7055	2.7090	2.7062	2.7073	2.7016	2.7081
AVG Y		2.8371	3.4110	2.9943	3.0527	3.1344	3.1071	1.7995	1030.7013
SIG X		0.9049	0.9053	0.9046	0.9062	0.9037	0.9047	0.8983	0.9049
SIG Y		0.8660	0.7108	0.8078	0.8237	0.7686	0.8047	0.7875	605.4018
RXY		0.5398	0.5403	0.5560	0.5399	0.4969	0.5004	0.1611	0.2255
N	16-S-A	881.	879.	879.	876.	881.	881.	860.	880.
AVG X		3.6583	3.6610	3.6587	3.6621	3.6583	3.6583	3.6581	3.6580
AVG Y		2.8377	3.4130	2.9966	3.0514	3.1351	3.1067	1.7977	1030.1886
SIG X		0.6051	0.6027	0.6052	0.6009	0.6051	0.6051	0.6060	0.6053
SIG Y		0.8659	0.7104	0.8064	0.8244	0.7694	0.8048	0.7876	606.3294
RXY		0.5686	0.6146	0.5740	0.5495	0.5313	0.5183	0.1354	0.1638
N	16-S-B	883.	881.	881.	878.	883.	883.	862.	882.
AVG X		3.7180	3.7196	3.7185	3.7198	3.7180	3.7180	3.7181	3.7177
AVG Y		2.8392	3.4132	2.9977	3.0535	3.1359	3.1076	1.7981	1031.8435
SIG X		0.5840	0.5817	0.5841	0.5820	0.5840	0.5840	0.5848	0.5842
SIG Y		0.8658	0.7100	0.8062	0.8247	0.7691	0.8045	0.7882	607.2937
RXY		0.5695	0.6302	0.5633	0.5563	0.5171	0.5256	0.1586	0.1926
N	16-S-C	883.	881.	881.	878.	883.	883.	862.	882.
AVG X		3.3647	3.3644	3.3632	3.3656	3.3647	3.3647	3.3596	3.3639
AVG Y		2.8392	3.4132	2.9977	3.0547	3.1359	3.1076	1.7970	1031.3628
SIG X		0.8113	0.8077	0.8103	0.8074	0.8099	0.8099	0.8126	0.8115
SIG Y		0.8658	0.7100	0.8062	0.8239	0.7691	0.8045	0.7871	607.1301
RXY		0.7001	0.6626	0.6640	0.6659	0.6029	0.6288	0.2141	0.2650
N	16-S-D	884.	882.	882.	879.	884.	884.	863.	883.
AVG X		3.1663	3.1644	3.1644	3.1684	3.1652	3.1652	3.1599	3.1665
AVG Y		2.8394	3.4127	2.9966	3.0535	3.1357	3.1075	1.7984	1031.8369
SIG X		0.8410	0.8410	0.8383	0.8370	0.8406	0.8406	0.8398	0.8415
SIG Y		0.8653	0.7097	0.8065	0.8242	0.7687	0.8040	0.7878	606.9494
RXY		0.7339	0.5993	0.5884	0.6060	0.5945	0.6055	0.1558	0.2414
N	16-S-E	884.	879.	879.	877.	881.	881.	860.	880.
AVG X		2.8394	2.8396	2.8385	2.8438	2.8388	2.8400	2.8349	2.8398
AVG Y		2.8394	3.4107	2.9954	3.0536	3.1373	3.1078	1.8000	1032.2432
SIG X		0.8653	0.8659	0.8638	0.8638	0.8654	0.8663	0.8662	0.8668
SIG Y		0.8653	0.7101	0.8071	0.8252	0.7690	0.8053	0.7882	606.6833
RXY		1.0000	0.5907	0.6132	0.6252	0.6053	0.6339	0.1749	0.2314

CORRELATIONS FOR NATIONAL LANGUAGE TEACHERS SURVEY

FRENCH & SPANISH TEACHERS

X VS. Y		16-S-E	17-L-A	17-L-B	17-L-C	17-L-D	17-L-E	URBAN	ENROLL
N	17-L-A	879.	882.	880.	877.	880.	881.	858.	878.
AVG X		3.4107	3.4127	3.4136	3.4151	3.4114	3.4120	3.4103	3.4134
AVG Y		2.8396	3.4127	3.0000	3.0559	3.1352	3.1090	1.7995	1030.5251
SIG X		0.7101	0.7097	0.7087	0.7046	0.7100	0.7099	0.7129	0.7107
SIG Y		0.8659	0.7097	0.8039	0.8223	0.7698	0.8045	0.7875	606.0573
RXY		0.5907	1.0000	0.7649	0.7520	0.6579	0.6556	0.1591	0.2096
N	17-L-B	879.	880.	882.	877.	880.	881.	858.	878.
AVG X		2.9954	3.0000	2.9966	2.9989	2.9966	2.9966	2.9918	2.9966
AVG Y		2.8385	3.4136	2.9966	3.0536	3.1375	3.1090	1.7972	1028.6651
SIG X		0.8071	0.8039	0.8065	0.8045	0.8074	0.8069	0.8090	0.8069
SIG Y		0.8638	0.7087	0.8065	0.8252	0.7664	0.8045	0.7869	605.6554
RXY		0.6132	0.7649	1.0000	0.7722	0.6902	0.6990	0.1678	0.2296
N	17-L-C	877.	877.	877.	879.	877.	878.	855.	875.
AVG X		3.0536	3.0559	3.0536	3.0535	3.0525	3.0535	3.0456	3.0526
AVG Y		2.8438	3.4151	2.9989	3.0535	3.1380	3.1093	1.7977	1028.3040
SIG X		0.8252	0.8223	0.8252	0.8242	0.8246	0.8247	0.8278	0.8255
SIG Y		0.8638	0.7046	0.8045	0.8242	0.7632	0.8016	0.7878	605.5097
RXY		0.6252	0.7520	0.7722	1.0000	0.7449	0.7190	0.2009	0.2510
N	17-L-D	881.	880.	880.	877.	884.	883.	860.	880.
AVG X		3.1373	3.1352	3.1375	3.1380	3.1357	3.1348	3.1279	3.1341
AVG Y		2.8388	3.4114	2.9966	3.0525	3.1357	3.1065	1.7988	1031.5148
SIG X		0.7690	0.7698	0.7664	0.7632	0.7687	0.7685	0.7720	0.7693
SIG Y		0.8654	0.7100	0.8074	0.8246	0.7687	0.8039	0.7871	605.8611
RXY		0.6053	0.6579	0.6902	0.7449	1.0000	0.7714	0.1650	0.1853
N	17-L-E	881.	881.	881.	878.	883.	884.	860.	880.
AVG X		3.1078	3.1090	3.1090	3.1093	3.1065	3.1075	3.1012	3.1057
AVG Y		2.8400	3.4120	2.9966	3.0535	3.1348	3.1075	1.8000	1031.3364
SIG X		0.8053	0.8045	0.8045	0.8016	0.8039	0.8040	0.8076	0.8047
SIG Y		0.8663	0.7099	0.8069	0.8247	0.7685	0.8040	0.7882	605.4836
RXY		0.6339	0.6556	0.6990	0.7190	0.7714	1.0000	0.1836	0.2388
N	URBAN	860.	858.	858.	855.	860.	860.	863.	863.
AVG X		1.8000	1.7995	1.7972	1.7977	1.7988	1.8000	1.7984	1.7984
AVG Y		2.8349	3.4103	2.9918	3.0456	3.1279	3.1012	1.7984	1024.4994
SIG X		0.7882	0.7875	0.7869	0.7878	0.7871	0.7882	0.7878	0.7878
SIG Y		0.8662	0.7129	0.8090	0.8278	0.7720	0.8076	0.7878	606.5002
RXY		0.1749	0.1591	0.1678	0.2009	0.1650	0.1836	1.0000	0.4921
N	ENROLL	880.	878.	878.	875.	880.	880.	863.	883.
AVG X		1032.2432	1030.5251	1028.6651	1028.3040	1031.5148	1031.3364	1024.4994	1031.8369
AVG Y		2.8398	3.4134	2.9966	3.0526	3.1341	3.1057	1.7984	1031.8369
SIG X		606.6833	606.0573	605.6554	605.5097	605.8611	605.4836	606.5002	606.9494
SIG Y		0.8668	0.7107	0.8069	0.8255	0.7693	0.8047	0.7878	606.9494
RXY		0.2314	0.2096	0.2296	0.2510	0.1853	0.2388	0.4921	1.0000